

## Math Instructional Materials Review – Other Factors

(Rate each item on the scale of 1-Strongly disagree, 2.-Disagree, 3-Agree, 4-Strongly agree)

Grade:	Date:
Program:	Reviewer #:

<b>Program Organization and Design</b>		Strongly disagree	disagree	agree	Strongly agree
1.	The content has a coherent and well-developed sequence (organized to promote student learning, links facts and concepts in a way that supports retrieval, builds from & extends concepts previously developed, strongly connects concepts to overarching framework)	○	○	○	○
2.	Program includes a balance of skill-building, conceptual understanding, and application	○	○	○	○
3.	Tasks are varied: some have one correct and verifiable answer; some are of an open nature with multiple solutions	○	○	○	○
4.	The materials help promote classroom discourse	○	○	○	○
5.	The program is organized into units, modules or other structure so that students have sufficient time to develop in-depth major mathematical ideas	○	○	○	○
6.	The instructional materials provide for the use of technology which reflects 21 <sup>st</sup> century ideals for a future-ready student	○	○	○	○
7.	Instructional materials include mathematically accurate and complete indexes and tables of contents to locate specific topics or lessons	○	○	○	○
8.	The materials have pictures that match the text in close proximity, with few unrelated images	○	○	○	○
9.	Materials are concise and balance contextual learning with brevity	○	○	○	○
10.	Content is developed for conceptual understanding: (limited number of key concepts, in-depth development at appropriate age level)	○	○	○	○

<b>Student Learning</b>		1	2	3	4
1.	Tasks lead to conceptual development of core content, procedural fluency, and core processes abilities including solving non-routine problems	○	○	○	○
2.	Tasks build upon prior knowledge	○	○	○	○
3.	Tasks lead to problem solving for abstract, real-world and non-routine problems	○	○	○	○
4.	Tasks encourage students to think about their own thinking	○	○	○	○
5.	The program provides opportunities to develop students’ computational fluency using brain power without use of calculators	○	○	○	○
6.	Tasks occasionally use technology to deal with messier numbers or help the students see the math with graphical displays	○	○	○	○
7.	The program promotes understanding and fluency in number sense and operations	○	○	○	○
8.	The program leads students to mastery of rigorous multiple-step word problems	○	○	○	○
9.	The materials develop students’ use of standard mathematics terminology/vocabulary	○	○	○	○
10.	Objectives are written for students	○	○	○	○

Other Factors (continued)

(Rate each item on the scale of 1-Strongly disagree, 2-Disagree, 3-Agree, 4-Strongly agree)

<b>Instructional Planning and Professional Support</b>		Strongly disagree	disagree	agree	Strongly agree
1.	The instructional materials provide suggestions to teachers on how to help students access prior learning as a foundation for further math learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	The instructional materials provide suggestions to teachers on how to help students learn to conjecture, reason, generalize and solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	The instructional materials provide suggestions to teachers on how to help students connect mathematics ideas and applications to other math topics, other disciplines and real world context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Background mathematics information is included so that the concept is explicit in the teacher guide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Instructional materials help teachers anticipate and surface common student misconceptions in the moment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	The materials support a balanced methodology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Math concepts are addressed in a context-rich setting (giving examples in context, for instance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Teacher’s guides are clear and concise with easy to understand instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Assessment</b>		1	2	3	4
1.	The program provides regular assessments to guide student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	There are opportunities for student self-assessment of learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Assessments reflect content, procedural, and process goals and objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	The program includes assessments with multiple purposes (formative, summative and diagnostic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Assessments include multiple choice, short answer and extended response formats.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Recommended rubrics or scoring guidelines accurately reflect learning objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Recommended rubrics or scoring guidelines identify possible student responses both correct & incorrect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Accurate answer keys are provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Equity and Access</b>		1	2	3	4
1.	The program provides methods and materials for differentiating instruction (students with disabilities, gifted/talented, ELL, disadvantaged)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Materials support intervention strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Materials, including assessments are unbiased and relevant to diverse cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Materials are available in a variety of languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	The program includes easily accessible materials which help families to become active participants in their students’ math education (e.g. “How You Can Help at Home” letters with explanations, key ideas & vocabulary for each unit, free or inexpensive activities which can be done at home, ideas for community involvement)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	The program includes guidance and examples to allow students with little home support to be self-sufficient and successful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>