

MATHEMATICS INSTRUCTIONAL MATERIALS REVIEW RUBRIC – NYC DEPARTMENT OF EDUCATION

To support implementation of the Common Core Standards, the DOE co-developed an instructional materials review rubric with Achieve to evaluate the quality and alignment of instructional materials to support the Common Core Standards. The rubric is used by trained reviewers to review and refine materials before posting on the Common Core Library. There is no expectation that schools use this rubric nor is this rubric part of the Quality Review. Guidance from central regarding how quality reviewers will evaluate the quality of CCLS-aligned units of study will be forthcoming.

Grade: _____ Mathematics Task/Unit: _____

Overall Rating:

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| I. Alignment to the CCLS | II. Promotion of CCLS Shifts | III. Quality of Assessment & Student Evidence | IV. Quality & Utility as an Instructional Resource | V. Accessibility & Responsiveness |
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| <p><i>The major assessments/ tasks align with the CCLS.</i></p> <p>A. The stated content expectations of the assessments/tasks directly address all of the major content addressed in the cited grade level* standards and is consistent with the intent of the respective clusters.</p> <p>B. The stated performance expectations of the assessments/tasks directly address all of the performance requirements in the cited grade level* standards and is consistent with the intent of the respective clusters.</p> <p>C. The assessments/tasks provide opportunities for students to demonstrate proficiency in the relevant Mathematical Practice(s).</p> <p>D. The concepts of the assessments/tasks focus on the prioritized aligned grade level* standards.</p> <p>For whole-curriculum materials, please also consider:</p> <p>E. Address the full range of the standards.</p> | <p><i>There is sufficient evidence of the shifts of the CCLS:</i></p> <p>A. Focus: Focuses on the concepts that are prioritized in the standards, allowing ample time to engage with them.</p> <p>B. Coherence: Makes connections within and across grade levels, e.g. supporting standards are connected to the priority standards in the task/unit. (This shift would be appropriately applied to larger or multiple units or years.)</p> <p>C. Rigor: Requires students to demonstrate:</p> <ul style="list-style-type: none"> • Fluency: Expects and/or encourages speed and accuracy with basic calculations. • Deep Understanding: Requires students to apply their conceptual learning to new situation in addition to writing and speaking about their understanding. • Applications: Provides opportunities at all grade levels for students to apply math concepts in real-world situations, applying the appropriate concept without prompting. <p>For whole-curriculum materials, please also consider:</p> <p>D. Represent a thoughtful integration of the shifts across the year(s).</p> | <p><i>The unit(s) include(s) methods of assessment that:</i></p> <p>A. Elicit measurable evidence of the most critical aspects of the targeted CCLS</p> <p>B. Are accessible and unbiased.</p> <p>C. Use diverse methods that are curriculum embedded and are well sequenced; may include pre-, formative, summative and self-assessment measures.</p> <p>D. Include assessments at multiple DOK levels, possibly through scaffolding.</p> <p>E. Include rubrics, scoring guidelines, and/or student benchmark papers that are clearly aligned to the CCLS and provide sufficient guidance for interpreting student performance.</p> <p>F. Include guidance for students regarding scoring of the assessments.</p> <p>G. Include opportunities to exhibit mathematical skills that can be observed both separately and in conjunction with other skills (e.g., using algebraic symbolic manipulation to find the measure of an angle in a triangle).</p> <p>H. Include expectations to exhibit mathematical skills independently.</p> <p>For whole-curriculum materials, please also consider:</p> <p>I. Provide benchmark assessments throughout the year to assess student mastery of the standards.</p> | <p><i>The unit(s) include(s) instructional support materials that:</i></p> <p>A. Support teachers in planning and providing effective learning experiences.</p> <p>B. Are comprehensive and easy to understand and use</p> <p>C. Provide directions and an effective sequence of implementation.</p> <p>D. Identify pre-requisite knowledge needed for success in the task/unit.</p> <p>E. Encourage an arc of learning: introducing a topic or skill, advancing understanding over time, and deepening understanding as a unit of study ends.</p> <p>F. Address multiple DOK levels, possibly through scaffolding.</p> <p>G. Provide opportunities for students to engage in a productive struggle.</p> <p>H. Explicitly reveals conceptual progression, connection to previously learned and future mathematical concepts to support teachers in building content knowledge and in teaching the unit.</p> <p>I. Use precise mathematical terms, notation, and language.</p> <p>J. Address common misconceptions or ways to avoid common errors.</p> <p>K. Facilitate a mix of instructional approaches, embedding key pedagogical strategies, such as checking for understanding, modeling, a range of questions, etc.</p> <p>L. Integrate appropriate use of technology.</p> <p>For whole-curriculum materials, please also consider:</p> <p>M. Include a thoughtful progression of units across the year(s) and a rationale for sequencing.</p> | <p><i>The unit(s) include(s) instructional support materials that:</i></p> <p>A. Provide multiple entry points for varying student needs.</p> <p>B. Include suggestions for ways to use the materials with a variety of learners.</p> <p>C. Anticipate and successfully address barriers (sources of challenge) for students. (UDL)</p> <p>D. Design instruction to support diverse cultural and linguistic backgrounds, readiness levels, interests and styles.</p> <p>E. Help students see ways to make connections to previously learned mathematical concepts.</p> <p>F. Provide activities that allow students to advance beyond grade-level expectations.</p> <p>G. Gradually remove supports, requiring students to demonstrate their independent capacities.</p> <p>H. Provide opportunities to develop key academic and personal behaviors (i.e. persistence, engagement, work habits/organizational skills, communication/collaboration skills, and self-regulation).</p> |
| Rating: 3 2 1 0 | Rating: 3 2 1 0 | Rating: 3 2 1 0 | Rating: 3 2 1 0 | Rating: 3 2 1 0 |

- Rating Scale:**
- 3:** The instructional materials are likely to promote successful teaching, learning, and/or assessment of the CCLS; they meet or exceed almost all of the criteria within a dimension.
 - 2:** The instructional materials could benefit from improvement in some key areas to more fully address the CCLS, but they meet many of the criteria within a dimension.
 - 1:** The instructional materials require significant revision to successfully address the CCLS; they meet some of the criteria within a dimension, but do not yet do so in many areas.
 - 0:** The instructional materials are not recommended as instruction and/or assessment for the CCLS; they do not meet the criteria within a dimension.

*In some instances, this shift may be more appropriately considered across a year rather than a unit.