**Des Moines Public Schools: Instructional Materials Rubric for Elementary Mathematics (K – 5)**

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| Evaluator: | Publisher: | Series: | Grade Level: | Overall Score:  /132 = \_\_\_\_\_\_\_% |

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| **Content + Practices Score: /30 = \_\_\_\_\_\_\_%**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Criteria -The Program:** | **3** | **2** | **1** | **0** | **Comments** | | 1. Is aligned to the Iowa Core Content Standards. |  |  |  |  |  | | 2. Provides many strategies and problem types in learning the content. |  |  |  |  |  | | 3. **Application:** 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. |  |  |  |  |  | | 4. **Conceptual Understanding:** Develops students’ conceptual understanding through tasks, brief problems, questions, multiple representations and opportunities to write and speak about their understanding. |  |  |  |  |  | | 5. **Procedural Skill and Fluency:** Expects, supports and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately. |  |  |  |  |  | | 6. Presents a balance between procedures, conceptual understanding and application. |  |  |  |  |  | | 7. The content develops through reasoning about new concepts on the basis of previous understanding. Where appropriate, provides opportunities for students to connect knowledge and skills within or across clusters, domains and learning progressions (Coherence). |  |  |  |  |  | | 8. Lessons and units target the major work of the grade level and provide an especially in-depth treatment, with high expectations. Lessons and units targeting supporting work of the grade have visible connection to the major work of the grade and are sufficiently brief. Lessons and units do not hold students responsible for work in later grade levels (Focus). |  |  |  |  |  | | 9. Standards for Mathematical Practice are central in the lessons and units. The Standards for Mathematical Practice are identified in a grade level appropriate way and are connected to the content being addressed. |  |  |  |  |  | | 10. Has a strong fact fluency component that begins with strategies and moves into procedural at the appropriate grade level. |  |  |  |  |  | |
| **Instruction Score: /63 = \_\_\_\_\_\_\_%**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Criteria -The Program:** | **3** | **2** | **1** | **0** | **Comments** | | 11. Includes sufficient guidance to support teaching and learning of targeted standards. |  |  |  |  |  | | 12. Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations. |  |  |  |  |  | | 13. Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest in elicit mathematical thinking. |  |  |  |  |  | | 14. Is easy to understand and use. |  |  |  |  |  | | 15. Supports diverse cultural and linguistic backgrounds, interests and styles. |  |  |  |  |  | | 16. Provides extra supports for students working below grade level. |  |  |  |  |  | | 17. Provides extensions for students working above grade level. |  |  |  |  |  | | 18. Provides supports for English Language Leaners. |  |  |  |  |  | | 19. Provides supports for Special Education Students. |  |  |  |  |  | | 20. Has a home connection: parent information, games/practice for home. |  |  |  |  |  | | 21. Facilitates a mix of instructional approaches for a variety of learners such as using multiple representations (ex. including models, using a range of questions, checking for understanding, flexible grouping, pair share). |  |  |  |  |  | | 22. Gradually remove supports, requiring students to demonstrate their mathematical understanding independently. |  |  |  |  |  | | 23. Demonstrate an effective sequence and progression of learning where the concepts or skills advance and deepen over time. |  |  |  |  |  | | 24. Has support for small group instruction. |  |  |  |  |  | | 25. Includes centers and ideas for students during small group instruction time. |  |  |  |  |  | | 26. Includes an additional intensive intervention component. |  |  |  |  |  | | 27. Is sequential and organized. It makes sense from start to end. |  |  |  |  |  | | 28. Includes a teacher guide that are organized and user-friendly for both daily lessons and units. It provides easy to understand directions with connections to resources and supplemental materials. |  |  |  |  |  | | 29. Provides content background information for teachers. |  |  |  |  |  | | 30. Is structured to support reasonable amounts of pre-planning and preparation time. |  |  |  |  |  | | 31. Includes high-quality manipulatives for all activities. |  |  |  |  |  | |

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| **Assessment Score: /18 = \_\_\_\_\_\_\_%**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Criteria -The Program:** | **3** | **2** | **1** | **0** | **Comments** | | 32. The lessons/units regularly assess whether students are mastering standards-based content and skills. |  |  |  |  |  | | 33. Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS. |  |  |  |  |  | | 34. Provides opportunities for formative assessments |  |  |  |  |  | | 35. Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student performance. |  |  |  |  |  | | 36. Would align with the data team process. |  |  |  |  |  | | 37. Used varied modes of curriculum-embedded assessments that may include pre-, formative, summative and self-assessment measures. |  |  |  |  |  | |

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| **Technology Score: /21 = \_\_\_\_\_\_\_%**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Criteria -The Program:** | **3** | **2** | **1** | **0** | **Comments** | | 38. Provides electronic versions of all student and teacher paper-based resources. |  |  |  |  |  | | 39. Provides electronic resources that permit modification by teachers. |  |  |  |  |  | | 40. Provides supplemental resources and engaging activities for students that are meaningful and reinforce or extend learning. |  |  |  |  |  | | 41. Provides online resources for parents to support students at home. |  |  |  |  |  | | 42. Provides strategies and resources to integrate resources into teaching learening. |  |  |  |  |  | | 43. Has an online fact fluency program similar to Fastt Math. |  |  |  |  |  | | 44. Allows teachers to track student progress through the standards. |  |  |  |  |  | |

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| **Overall Comments**   |  | | --- | | **Your thoughts/opinions:** | |  | |

**3 – The instructional materials meet or exceed the criteria within the dimension.**

**2 – The instructional materials could benefit from improvement, but mostly meets the criteria within the dimension.**

**1 – The instructional materials require significant revision to successful meet the criteria within the dimension. They sometimes meet the criteria in the dimension.**

**0 – The instructional materials do not meet the criteria in the dimension.**