

Scoring Rubric Middle School Math Adoption

Reviewer: _____

Date of Review: _____

Conceptual Understanding, Procedural Skills and Application Rubric

0 – (Not Found) The content was not found.

1 – (Low) The content was not developed or developed superficially.

2 – (Marginal) The content lacks balance; focused primarily on procedural skills OR conceptual understanding OR applications.

3 – (Acceptable) The content was developed with a balance of conceptual understanding, procedural skills and applications, but the connections among the three were not developed.

4 – (High) The content was developed with a balance of conceptual understanding, procedural skills and applications, and the connections among the three were developed.

CCSSM Domains and Cluster Headings	Big Ideas	Digits	Glencoe
<ul style="list-style-type: none"> • Ratios and Proportional Relationships <ul style="list-style-type: none"> • 6th – Understand ratio concepts and use ratio reasoning to solve problems. • 7th – Analyze proportional relationships and use them to solve real-world and mathematical problems. 	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
<ul style="list-style-type: none"> • The Number System <ul style="list-style-type: none"> • 6th – Apply and extend previous understandings of multiplication and division to divide fractions by fractions. • 6th – Compute fluently with multi-digit numbers and find common factors and multiples. • 6th – Apply and extend previous understandings of numbers to the system of rational numbers. • 7th – Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. • 8th – Know that there are numbers that are not rational, and approximate them by rational numbers. 	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
<ul style="list-style-type: none"> • Expressions and Equations <ul style="list-style-type: none"> • 6th – Apply and extend previous understandings of arithmetic to algebraic expressions. • 6th – Reason about and solve one-variable equations and inequalities. 	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

<ul style="list-style-type: none"> • 6th – Represent and analyze quantitative relationships between dependent and independent variables. • 7th – Use properties of operations to generate equivalent expressions. • 7th – Solve real-life and mathematical problems using numerical and algebraic expressions and equations. • 8th – Work with radical and integer exponents. • 8th – Understand the connections between proportional relationships, lines, and linear equations. • 8th – Analyze and solve linear equations and pairs of simultaneous linear equations. (7a,7b) 			
<ul style="list-style-type: none"> • Geometry <ul style="list-style-type: none"> • 6th – Solve real-world and mathematical problems involving area, surface area, and volume. • 7th – Draw, construct and describe geometrical figures and describe the relationships between them. • 7th – Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. • 8th – Understand congruence and similarity using physical models, transparencies, or geometry software. • 8th – Understand and apply the Pythagorean Theorem. • 8th – Solve real-world and mathematical problems involving volume of cylinders, cones and spheres. 	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
<ul style="list-style-type: none"> • Statistics and Probability <ul style="list-style-type: none"> • 6th – Develop understanding of statistical variability. • 6th – Summarize and describe distributions. • 7th – Use random sampling to draw inferences about a population. • 7th – Draw informal comparative inferences about two populations. • 7th – Investigate chance processes and develop, use, and evaluate probability models. 	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

Overarching considerations: (please review all materials, including the supporting materials)

0 – (Not found) The curriculum materials do not support this element.

1 – (Low) The curriculum materials contain limited support for this element, but the support is not embedded or consistently present.

2 – (Marginal) The curriculum materials contain support for this element, but it is not always embedded or consistently present.

3 – (Acceptable) The curriculum materials contain support for this element, and it is often embedded or consistently present.

4 – (High) The curriculum materials contain embedded support for this element so that it is consistently present.

Equity	Big Ideas	Digits	Glencoe
To what extent do the materials:			
1. Provide instructional support to help teachers sequence or scaffold lessons so that students move from what they know to what they do not know?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
2. Provide supports for students with a reading ability significantly below grade level to access the mathematical content?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
3. Provide accommodations for English language learners that will support their regular and active participation in learning mathematics?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
4. Provide a variety of portrayals and connections to different home languages, cultures, and personal experiences to facilitate a learning community?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
5. Provide multiple resources such as objects, drawings, and graphs to facilitate learning?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
6. Provide applications connecting mathematics to other subject areas?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
7. Provide both individual and collective opportunities for students to learn using mathematical tasks with a range of challenge?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
8. Provide opportunities for advanced students to investigate mathematics content at greater depth?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

9. Provide opportunities to read, write, and speak using mathematical language?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Assessment	Big Ideas	Digits	Glencoe
To what extent do the materials:			
1. Provide strategies for gathering information about students' prior knowledge and background?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
2. Provide strategies for teachers to identify common student errors and misconceptions?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
3. Assess students at a variety of knowledge levels (e.g., memorization, understanding, reasoning, problem solving)?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
4. Encourage students to monitor their own progress?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
5. Provide opportunities for ongoing review and practice with feedback related to learning concepts, and skills?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
6. Provide support for a varied system of on-going formative and summative assessment (formal or informal observations, interviews, surveys, performance assessments, target problems)?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Technology	Big Ideas	Digits	Glencoe
To what extent do the materials:			
1. Provide electronic and/or online access to the materials?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
2. Provide electronic resources which can be edited or modified by teachers?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
3. Provide online resources for student and parent support?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
4. Integrate technology such as interactive tools, virtual manipulatives/objects, and dynamic mathematics software in ways that engage students in the Mathematical Practices?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
5. Include opportunities to assess student mathematical understandings and knowledge of procedural skills using technology?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

6. Include or reference technology that provides teachers additional tasks for students?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
7. Provide equitable access to resources for students and parents who do not have regular access to a computer/the internet?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

Overall Impressions of Content:

1. What are your overall impressions of the curriculum materials examined?
2. What are the strengths and weaknesses of the hard copy materials you examined?
3. What are the strengths and weaknesses of the online materials you examined?

Practice-Content Connections:

To what extent do the curriculum materials connect the CCSSM content standards and practice standards? To what extent do the curriculum materials encourage students' development of the Mathematical Practices?

Standards for Mathematical Practice

Overarching Habits of Mind of a Productive Mathematical Thinker

1. Make sense of problems and persevere in solving them.
6. Attend to precision.

Reasoning and Explaining

2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.

Modeling and Using Tools

4. Model with mathematics.
5. Use appropriate tools strategically.

Seeing Structure and Generalizing

7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

(McCallum 2011)