

2016-2017 PAUSD

Elementary School Math Curriculum Pilot

Parent Evaluation *Working Form*

In the 2016-17 school year, PAUSD is conducting a pilot to assess elementary math curricula for adoption in the 2017-18 school year. As a requirement of membership on the elementary school math curriculum pilot committee, teachers are asked to complete this form **within one week** of finishing teaching a unit in each curriculum they pilot. The Office of Research, Evaluation, and Assessment will analyze responses, and an aggregate findings report will be provided to help inform the committee's final adoption recommendations. Individuals' names are required for participation tracking, but will not be used in any analyses. Please keep samples of student work as you teach the unit. This will help provide valuable feedback on student accessibility. Thank you very much for your valuable insights and participation.

1. **Evaluator's Name?** *(Please note that we will not use this in our analysis, but we will track participation as a condition of membership on the elementary school math curriculum pilot committee).* _____

2. Which **grade level**(s) do you teach? *Check all that apply.*

PreK K 1 2 3 4 5

Other _____ (Please Specify) (Ed Specialist, ELL Specialist, Math Specialist)

School Site _____

3. **Which curriculum** are you reporting on today? *(Please note that this survey should be completed within one week of finishing your pilot unit in each curriculum).*

Bridges in Mathematics

Eureka/EngageNY

2nd edition 2016

2015 edition

Topic Evaluated: _____

4. Please rate the quality of **FOCUS AND COHERENCE** in this curriculum:

	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Excellent (6)	Notes
Key Common Core State Standards and topics for the grade level are addressed. (specific standards detailed on toolkit addendum- see attached)							
Each chapter/unit offers depth of coverage.							
The standard cluster is seen throughout the chapter/unit.							
Lessons include problems and activities that connect clusters and domains, where these connections are natural and important.							
Content is correct— information in the textbook is accurate.							
Mathematical terms are defined and appropriate.							
Content of the program expects mastery of concepts at the grade level, by all students.							
TOTAL SCORE							

5. Please rate the quality of **RIGOR AND MATH PRACTICES (MP#)** in this curriculum:

	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Excellent (6)	Notes
Concepts deepen over time.							
Methods and algorithms are based on principles of mathematics, not mnemonics or tricks.							
Students are expected to use critical thinking skills to solve problems and demonstrate understanding.							
Students are expected to demonstrate fact fluency with automaticity and efficiency.							
Students are given the opportunity to explain and apply mathematical concepts.							
Students are given problems that are open-ended and multi-step.							
Performance tasks or open response-type questions are integrated throughout the curriculum.							
Students are given the opportunity to work as individuals and in groups to solve problems.							
Sufficient problems that require perseverance from our most capable students.							
Sufficient challenges for our students at grade level benchmarks, above, and below.							
Students are expected to make sense of problems and persevere in solving them. (MP#1)							
Students are expected to reason abstractly and quantitatively. (MP#2)							
Students are expected to construct viable arguments and critique the reasoning of others. (MP#3)							

Students are expected to model with mathematics. (MP#4)							
Students are expected to use appropriate tools strategically. (MP#5)							
Students are expected to accurately calculate, measure, and communicate with precise math language. (MP#6)							
Students are expected to look for and make use of structures. (MP#7)							
Students are expected to look for and express regularity in repeated reasoning. (MP#8)							
TOTAL SCORE							

6. Please rate the quality of **USABILITY AND UNIVERSAL ACCESS** in this curriculum:

	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Excellent (6)	Notes
Materials contain an overview of the chapters, clearly identify the math concepts, and include tables of contents, indexes, and glossaries that contain important mathematical terms.							
The layout is clear and organized.							
Manipulatives or visual representations are provided to enhance conceptual understanding.							
The teacher’s manual provides clear directions, explanations, prompts, and strategies for all teachers.							
Common misconceptions are mentioned, along with ideas for correction.							

Materials support principles of Universal Design for Learning (UDL) and promote variability and flexibility to demonstrate understanding in a variety of ways. (Ranges from mainstream, struggling, and accelerating students.)							
Materials help English Language learners access challenging mathematics, learn content, and develop grade-level language.							
Materials include thoughtful and well-conceived alternatives that allow advanced students to study in greater depth or complexity.							
There are supports for students with special education identified needs.							
There are extensions and challenges for high-achieving students.							
Assessments are fair and accurate measures of student mastery of the CCSS in Math.							
Assessment structures help the teacher to differentiate instruction.							
Electronic materials are available for teacher and student use in the classroom.							
Electronic materials are accessible and easy to use for teachers and students in the classroom.							
Books are accessible and easy to use in the classroom.							
Materials, including digital tools, are accessible and easy for families to use at home with their child.							
Curriculum supports parents and students who need home help and self-study.							

TOTAL SCORE							
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7. Final reflection points or considerations on curricula piloted:

Name of Program _____

- a.
- b.
- c.
- d.
- e.

Your Overall Final Rating: _____	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Excellent (6)
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