

MATH TEXTBOOK ADOPTION 2016/2017

Vision Statement

Middleton School District inspires students to be competitive and successful by persevering through critical thinking and problem solving.

Mission

- Vertical Alignment
- Support
- Communication
- Commitment
- Real World Application
- Achievement

Vendor: _____ Text Name: _____

Vertical Alignment				
Provides educators, students and parents across the district a shared vision for student achievement through resources that align with and assesses mastery of the Idaho Core Standards.		No Evidence	Some Evidence	Strong Evidence
Assessment Criteria:				
1.1	Text is written to Idaho Core Standards (CCCS). Alignment is clear			
1.2	Coherence: Requires students to think across grades and link to major topics within grade.			
1.3	Rigor: Requires students to pursue the eight standards for mathematical practice.			
1.3.a	Make sense of problems and persevere in solving them.			
1.3.b	Reason abstractly and quantitatively.			
1.3.c	Construct viable arguments and critique the reasoning of others.			
1.3.d	Model with mathematics.			
1.3.e	Use appropriate tools strategically.			
1.3.f	Attend to precision.			
1.3.g	Look for and make use of structure.			
1.3.h	Look for and express regularity in repeated reasoning.			
1.4	Does the resource provide enduring understandings?			
1.5	Does the resource provide essential questions?			
1.6	Does the resource provide suggested learning targets?			
1.7	Does the resource align to the Idaho Core Standards for vocabulary?			
1.8	Does the resource provide DOK levels?			
Section Comments				

Communication				
Teachers, across all grade levels collaborate regularly to provide mutual support and to ensure vertical alignment – 12-K. Parents have easy and consistent access to curriculum elements and teachers.		No Evidence	Some Evidence	Strong Evidence
Assessment Criteria:				
2.1	Material provides a useful table of contents, glossary, supplemental pages, index, and online reference materials.			
2.2	Materials include master index of entire K-6 or 6-12 text series by concept.			
2.3	Online, take home and in class layout/logo is consistent across grade levels for brand recognition (i.e., Skyward).			
2.4	Teacher edition contains a list of prerequisites skills for each chapter and references to the preceding grade level and chapter.			
2.5	Parent communication /information can be linked through the District website. An access point of some kind.			
2.6	Parents/Guardians have access to online text series/daily lessons.			
2.7	Materials include online and hardcopy resource for parent support for a guided lesson.			
2.8	Parent materials are available in English and Spanish.			
Section Comments				

Real World Application				
Problems are selected from a real world context with connections to enactive and symbolic learning experiences.		No Evidence	Some Evidence	Strong Evidence
Assessment Criteria:				
3.1	Does the program have hands-on manipulatives, games, and center resources?			
3.2	Are games and manipulatives provided or easily obtained?			
3.3	Does the text progress through enactive, symbolic, iconic stages?			
3.4	Does the program have strong technology components, yet they are not <i>required</i> for the success of implementation?			
3.5	Does the text offer a supplemental technological component?			
3.6	Does the text contain real world problems and connection to applications in real world?			
3.7	Are the real world problems relevant to our students?			
Section Comments				

Support				
Support by having resources for students, teachers, and parents to successfully navigate math standards.		No Evidence	Some Evidence	Strong Evidence
Assessment Criteria:				
4.1	The program has home support for students and parents (e.g., videos, homework helpers, letters, textbook).			
4.2	The program has differentiation support (e.g., reteaching, extension).			
4.3	The program has RtI tiered support.			
4.4	The program has support for special groups of students (e.g., ELL).			
4.5	The program has a systematic review of previously taught concepts.			
4.6	The program has a balance of math computation and concepts/application.			
4.7	The program incorporates project based learning as a component.			
4.8	The program has a systematic vocabulary component.			
4.9	The program includes assessments with a data guide for informed decisions.			
4.10	The program has user-friendly teacher support resources (e.g., professional development, videos, teacher guide, pacing guides).			
Section Comments				

Commitment				
The Middleton community is committed to student success through implementing common resources. These components are necessary to build teacher commitment for a new resource.		No Evidence	Some Evidence	Strong Evidence
Assessment Criteria:				
5.1	Is this curriculum adaptable to varying teaching styles?			
5.2	Does this curriculum include research behind its methods?			
5.3	Are districts with similar demographics using this curriculum with success?			
5.4	Are the CCSS clearly included in each lesson?			
5.5	Will the need for supplemental resources be minimal?			
5.6.a	Is this program user friendly for the Technology Department to set up?			
5.6.b	Is this program user friendly for the parent to access and navigate? ,			
5.6.c	Is this program user friendly for the teacher to access, navigate, adjust and instruct?			
5.6.d	Is this program user friendly for the student to access and navigate?			
5.7	Does this curriculum offer a realistic time frame for daily lesson?			
5.8	Are assessments included which are standards based and editable?			
5.9	Are home connections included?			
Section Comments				

Achievement		No Evidence	Some Evidence	Strong Evidence
Achievement is a measure of student growth and development of critical thinking and problem solving skills through standards based formative, interim and summative assessments.				
Assessment Criteria:				
6.1	Different assessment formats and question types (multiple choice, short answers, inquiry based, free response, computer based, performance task, accessibility features).			
6.2	Reading level aligns with grade level ability and vocabulary.			
6.3	Assessments align with textbook material (consistency).			
6.4	Align with common core standards.			
6.5	Balanced assessment system included with program			
	Contains unit Pre-test.			
	Contains unit Post-test.			
	Contains unit formative assessments.			
	Contains interim assessments to measure mastery of standards.			
6.6	Demonstrates alignment with State testing (ISAT).			
6.7	Demonstrates alignment with National testing (SAT, ACT).			
6.8	Duration of testing components is reasonable			
6.9	Testing measures critical thinking and problem solving.			
6.10	Assessments measure a range or level of difficulty? (i.e. basic skills to use of skills in more complex integrated problems.)			
Section Comments				

General Comments or Impressions

Reviewed by: _____