

# Table 1 - Ideas

Priorities	What would evidence in materials look like?	
Balanced system of assessments with progress monitoring	<ul style="list-style-type: none"><li>• Multiple pathways to demonstrate understanding</li><li>• An assessment system that includes progress monitoring</li><li>• Multimodal approaches</li><li>• Available in multiple languages</li></ul>	xXXXXX XX
Available in English and Spanish	All materials are available in English and Spanish; Not just a digital platform in Spanish	X XXX
Differentiation	Scaffolds, extensions, small group guidance	X
Tier 2 and tier 3 intervention systems	Standards-based intervention systems	Xx
Standards-based curriculum that includes clear goals and learning targets	Intentional learning targets for lessons, units; and a learning progression	
Teacher PD available	Professional development opportunities available either within the	

## Table 2 - Ideas

Priorities	What would evidence in materials look like?	
Coherent Learning Progression	Clear goals for teachers and students, lessons that build off of each other, scope and sequence	XXXxxx
Conceptual Depth and Pacing/Multimodal Approaches	Open ended questions, Guiding big ideas, conceptual understanding to lead to procedural fluency	XXXXxx XX
Purposeful Practice	Variety of materials	xx
Differentiation	Low floor-high ceiling, opportunities for multiple strategies/meaning making, scaffolding	xxxXXX
Meeting Needs	Materials should be responsive to student and teacher needs across our diverse district, Tier 1 instruction with clear teacher/student support for other tiers	XX
Multilingual Learners	Materials in various languages, consistent support for teachers/students	xXxx

# Table 3 - Ideas

Priorities	What would evidence in materials look like?	
The curriculum serves as a <b>guide to the all stakeholders</b>	Not just problems to be solved, already solved examples, shows connections, can support you in solving the problems,	
<b>Progression of learning</b> that supports students towards proficiency in key skills	Sequences of units that are taught in each grade level There might be spiraling. What do you need to know to get to multiplication. Clear explanations of how a skill is connected to prior and future skills, and ideas of how to support students with different levels of understanding on prior skills. Can't really focus on 5's until they have 10's and 1's, subitizing.	XX
Problems given to students did not seem authentic to their cultural background. Need more <b>cultural relevance</b> to our student's community	See more representations, diverse characters and experience. Fosnot has some stories and literature. In DL, I've had to translate materials, change names, re-write stories. One AHP classroom has 15 home languages. Trying to bring in contexts from Somalia for one student, and other places for other students.	
Encourage students <b>to use visuals</b> and other representations that support understanding		xX

# Table 4 - Ideas

Priorities	What would evidence in materials look like?	
Language Supports	<ul style="list-style-type: none"> <li>- Sentence Frames, Student Talk Protocols</li> <li>- Academic &amp; Mathematical Language Instruction (Vertically Aligned)</li> </ul>	X XxXx xXX
Culturally Responsive	<ul style="list-style-type: none"> <li>- Representation, Math Read-alouds,</li> </ul>	x
Differentiation	<ul style="list-style-type: none"> <li>- Accessibility of content, assessment options</li> </ul>	X XX Xx
Strong PD Support	<ul style="list-style-type: none"> <li>- Best Practice PD, Scope &amp; Sequencing Clarity, Collaboration Time</li> </ul>	
Tier 2 & 3 Interventions	<ul style="list-style-type: none"> <li>- Extra resources for targeted support</li> </ul>	X X X x

# Table 5 - Ideas

Priorities	What would evidence in materials look like?	
Coherent learning progression	<ul style="list-style-type: none"><li>- Clear scope and sequence</li><li>- Vertical alignment available for teachers to understand across grade levels</li><li>- Comprehensive mathematical background around the key mathematical concepts and how they are connected within the grade level and beyond the grade level</li></ul>	xxx
Fluency	<ul style="list-style-type: none"><li>- Practice problems in a variety of methods and difficulty levels</li><li>- Opportunities for discourse and collaboration</li><li>- Integration of math manipulatives</li><li>- Concrete mathematical concepts (in the end this is what they should have learned)</li></ul>	xxxx
Critical thinking	<ul style="list-style-type: none"><li>- Differentiation support- allowing students to work in their zone of proximal development (small group guidance)</li></ul>	
High leverage teaching strategies	<ul style="list-style-type: none"><li>- Probing questions for teachers to ask students who are struggling as well as students whose understanding can be deepened</li></ul>	x

## Table 6 - Ideas

Priorities	What would evidence in materials look like?	
Implement tasks that promote reasoning and problem solving.	<ul style="list-style-type: none"><li>• Rich problems</li><li>• Easy entry - High ceiling</li><li>• Multimodal approaches</li></ul>	6
Conceptual Depth & Pacing	<ul style="list-style-type: none"><li>• Adequate time</li><li>• Conceptual understanding</li></ul>	
Fluency Development	<ul style="list-style-type: none"><li>• Immediate feedback - tech.</li><li>• Basic - to multi-skill implementation</li><li>• Depth of knowledge 1 - 4</li></ul>	
Strategies and Scaffolds	<ul style="list-style-type: none"><li>• Supports for multilingual students</li><li>• Diversity of learners</li></ul>	xx
Coherent Learning Progression	<ul style="list-style-type: none"><li>• Prerequisite standards (Warm-up)</li><li>• Vertical Alignment</li></ul>	
Digital Access	<ul style="list-style-type: none"><li>• Content that is available for translation</li></ul>	

# Table 7 - Ideas

Priorities	What would evidence in materials look like?	
Interventions	Scaffolding, small group work, opportunities to dig into concepts, differentiation	
Language Supports	Sentence Frames, Discourse Structures, Models for Language & Vocabulary, available in different languages	X
Purposeful Practice	Practicing fluency, different levels of problems.	x
Clear Progression	Learning for teachers to understand the progression of learning toward a standard/skill to support varying levels of skill	xxx
Physical Materials	Teacher book, could have consumable workbook for students. Manipulatives to build conceptual understanding.	5
Assessment	Assessing in various modes- conferring, observational, listening to understand, models to show understanding beyond paper/pencil	
Productive Struggle	A clear understanding of finding the edge for students to engage in productive struggle, a bank of questions to build toward struggle, an awareness of the learning progressions as we find the edge, and PD on a Mindset for Math	x
Contextual Problems	Relevant and interesting to student's background and experiences. Procedural	x

# Table 8 - Ideas

Priorities	What would evidence in materials look like?	
Sustainable	Multiple PDs → Front loaded, continuous and built in. Scripts of convos, guided questions, and strategies. Clear scope and sequence.	5
Supportive of all students	Differentiation and intervention ready. Supports for multilingual. Supports for students receiving sped services. Supports for dual language (don't need to recreate curriculum in another language).	Xx
Productive Struggle	Tasks that promote reasoning. Multiple entry points. Multiple solutions.	
Multimodal approaches	Multiple ways for students to show proficiency. Manipulatives, visuals,	XXxxX
Discourse	Tier 1 core instruction and allowing time for meaningful learning. Sentence stems. Collaborative strategies. Vocab. Opportunities to explain their thinking (peer-to-peer, student-to-class, student-to-teacher, student-to-self)	XXx
Balance between conceptual and procedural questions.	Purposeful questions that are provided. Age/curriculum appropriate math talk questions.	xxxx

## Table 9 - Ideas

Priorities	What would evidence in materials look like?	
Math Everyday	A clear progression through the learning targets	X
DL & Other Languages	Curriculum is available in English and Spanish with the option of translation into other languages as needed.	X
Multimodal	Access to manipulatives, drawings, slideshows	X
Formative & Summative Assessments	Assessments are available as part of the curriculum- both formative, summative, and intervention	Xx
Intervention Supports	To support students who aren't ready for grade level content- problems that have multiple entry points. Access to multi-grade level curriculum to pull what students need. Extensions for students who are ready for more.	X
Technology Used Intentionally	If it's a program separate from the adopted material - make sure it is aligns to best practices, and style of the adopted material	