

BSD Priorities Scoring:		0-No Evidence	1-Found in the Materials
LANGUAGE SUPPORTS & MATH DISCOURSE			Rate
<input type="checkbox"/>	Sentence frames		
<input type="checkbox"/>	Student-talk routines for partner, small, and whole-class		
<input type="checkbox"/>	Questions for common stuck points		
<input type="checkbox"/>	Academic and mathematical language instruction and supports		
DIFFERENTIATION TO SUPPORT ALL LEARNERS			Rate
<input type="checkbox"/>	Scaffolds, extensions, small-group guidance (multiple strategies for meaning-making) to support all learners (Special Education, Multilingual Learners, Talented & Gifted)		
<input type="checkbox"/>	Open-ended Tasks (low floor-high ceiling): Are there multiple ways to enter the task and to show competence? Does the task require students to: <ul style="list-style-type: none"> • provide a justification or explanation? • use and make connections between different representations of a mathematical idea? • look for patterns, make conjectures, and/or form generalizations? 		
<input type="checkbox"/>	Students using manipulatives and visuals (concrete-representation-abstract)		
GOING DEEPER WITH MATHEMATICS			Rate
<input type="checkbox"/>	Supports students in analyzing, comparing, justifying, and proving their solutions and generalizing results to other contexts and topics		
<input type="checkbox"/>	High cognitive demand, requires demonstration of multiple strategies or representations		
PURPOSEFUL PRACTICE			Rate
<input type="checkbox"/>	Lessons include more than enough problems for students to deepen their understanding		
<input type="checkbox"/>	Varied practice opportunities (games, partner work, visual models, manipulatives)		
<input type="checkbox"/>	Fluency revealed through problem-solving, not isolated drills		
USABILITY- SUPPORTS FOR TEACHERS, STUDENTS AND FAMILIES			Rate
<input type="checkbox"/>	Explanations including worked examples for students, families and teacher		
<input type="checkbox"/>	Teacher guidance, scripts, guided questions, and instructional strategies are detailed, easy to understand, and ready-to-use		
<input type="checkbox"/>	Supplemental technology is connected to instruction, is an optional enhancement, is not a required learning component		

OVERALL COMMENTS:

The priorities below are very important, but we may not be able to know from a quick glance if it is present and/or the quality of the priority.

DIFFERENTIATION TO SUPPORT ALL LEARNERS

- Games support learning and sense-making

GOING DEEPER WITH MATHEMATICS

- Conceptual depth that leads to procedural fluency
- Is structured to promote student persistence and reasoning during problem solving. Explain “the why”

PURPOSEFUL PRACTICE

- Practice supports conceptual understanding and applies knowledge to support procedural fluency

ASSESSMENT & PROGRESS MONITORING

- Formative, summative, and progress-monitoring tools
- Multiple pathways for students to demonstrate understanding
- Assessments in multiple modes: interviews, observations, modeling, discourse

USABILITY-SUPPORTS FOR TEACHERS, STUDENTS AND FAMILIES -

- Any teacher, student, parent should be able to access resources necessary to support students (no unnecessary restrictions of content and resources)
- Student and family materials are connected to classroom instruction and includes supports to understand the goals and methods of each lesson and unit
- Supplemental technology is connected to instruction, is an optional enhancement, is not a required learning component

COHERENT LEARNING PROGRESSION

- Scope & sequence with vertical alignment
- Build on students' prior knowledge and life experiences
- Lessons make connections to other lessons, units, and grade levels
- Big ideas and clear goals (bonus if in student-friendly language) for each lesson and unit
- Lessons build on each other with intentional learning targets connected to the standards
- Spiraling where appropriate, with supports for unfinished learning