Math Program Review

Program Title_____Publisher_____

Grade Reviewed_____Reviewer_____

Position of Reviewer_____

Rating:

√+ Exceeds criteria. √ Meets criteria. √- Partially meets criteria. Ø Does not meet the criteria.

Curriculum

Component	**Rating**	**Comments**
1. Direct and explicit instruction of:		
Counting and cardinality—K Operations and algebraic thinking Number and operations in base ten 1-5 Number and operations: fractions 3-5 Measurement and data geometry		
2. Lessons are compatible with the model of instruction.		
3. Lessons show move from		

concrete to representational to abstract at all levels.		
Classroom Organization: **Instructional organization:** balance between procedural skill and conceptual understanding **Learning environment:** how time is organized during the day and during the math period.		
Matching students to texts: ?		
Access to Interesting Texts, Choice, and Collaboration: allows for easy access to a variety of interesting texts, choices about what to read, and opportunities for collaboration with other students while doing math.		
4. Spiral of skills from simple to complex.		
4.5 Has mastery of concepts at each grade level		
5. Has a scope and sequence.		

6. Supports the science and social studies curriculum with opportunities for integration.		
7. Is aligned with the common core math standards.		
8. Is aligned with the math practices from the common core. 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.		
Instruction		
1. Differentiation Instruction for students that have met		

the goals. Instruction for students that have not met the goal.		
2. Teacher's manual is user friendly.		
3. Supplemental programs are linked to the universal instruction. Intervention/remedial: ESL program: Intensive: Special Education: Enrichment:		

4. Resources for guided practice.		
5. Resources for collaborative groups		
6. Aligns with the Instructional Strategies Identifying similarities and differences. Summarizing and Note Taking. Homework and Practice Representing Knowledge Learning Groups Generating and Testing Hypotheses Specific Types of Knowledge		
Assessment		
1. Has screening assessments.		
2. Has diagnostic assessments.		
3. Formative assessments are included. Record charts are available for individual and class.		
4. Summative assessments are		

included. Record charts are available for individual and class.		
5. Has progress monitoring assessments. Record charts are available for individual and class.		
Other		
1. Online resources For teachers		
For students For parents		
2. Connections with home		
3. Technology integration. Uses technology to teach the concepts.		
From Math Committee Represent examples in different ways Explain their thinking Different ways to solve a problem		

Use of manipulatives/visuals Adequate practice Games Hands on tools Connections to real world Discovery learning Opportunities to apply learning Think alouds Promotes automaticity Modeling metacognition of math thinking Checks for understanding		
Matches the state Numeracy Plan		
Transition to middle school		

Total of: _____√+ _____√ _____√-

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