Math Pilot Implementation Checklist March 2013

Component	Progress	Notes
Begin pilot	Done	Began on Oct. 1
Materials/online	Done	All three programs, Everyday Math, Math in Focus, Envision
Training	Done	All pilot teachers have received training from all programs
Parent letter for beginning	Done	Was sent the week of Oct. 1
Budget for new materials	Done	Have quotes for both Math in Focus and enVision
Collecting data from each program	Done	Everyday Math teachers are collecting data on the alignment with Common Core Other two programs are collecting data on the differences between EDM and the programs they are using. Programs already align with CC.
Use of NWEA scores	In progress	The first NWEA tests have been completed. ~~Students in pilot classrooms will take a shorter NWEA test in the early winter and the longer test again in the spring.~~ Logistics of doing another NWEA test was not feasible. Common Core math test given first week of March.
Pilot teachers to meet 3 times per year Was changed to two times due to work being completed.	Done	The first meeting was in November. Second meeting was on Feb. 12, 2013
Observations by administration	Done	An observation form was designed and given to all elementary principals and assistant principals. The expectation is that 2 observations per pilot classroom will be done by each before the holiday break. Data will be collected and analyzed during the administrative plc.
Parent information	In progress	An initial letter was sent, report cards are being discussed in terms of math and another letter was sent with the first report cards

Parent feedback	1st done	The first parent survey has been designed and is awaiting input from the pilot teachers. Will be sent home to parents in early Dec. Second survey will be done first week of March.
Student feedback	1st done	The first student survey has been designed and is awaiting input from the pilot teachers. Will be done with parents in early Dec. Second survey will be done first week of March.
Site visits by pilot teachers to other schools	Done	enVision teachers visited Windham elementary schools. Math in Focus teachers visited Epping Elementary school.
Criteria checklist to rate all programs	Done	Criteria checklist was developed by administrative team and pilot teachers. Materials have been to all schools and middle school. Currently at the SAU for C and A committee and school board review. Math Committee also reviewed both pilot programs.
Check all programs against school board policies	In progress	Policies have been collected.
Data collected	1st done 2nd done	Ongoing throughout the pilot.
Districts in NH surveyed	Done	Have results
Final recommendation to C and A committee and school board	In progress	A team of pilot teachers are prepared to present a recommendation for a math program to the C and A on March 14 with a presentation to the school board on March 21.

enVISION			MATH IN FOCUS		Everyday Math	
K	Toniann Hamilton	Pollard	Stephanie Mezquita	Danville	Cathy Daenz	North
K					Kim Stewart	North
1	Jenn McDonough	North	Kathy Charmanski	Danville	Leslie Laudani	Pollard
1	Amy Difeo	North	Jodi McFarlin	Pollard		
2	Sally Decost	Danville	Shirley Toscano	Pollard	Jen Spires	Atkinson
2	Pam Dulong	Atkinson			Nadine MacDougall	Atkinson
2	Leanne Perron	Atkinson				
3	Linda Janvrin	North	Lynn Ouellette	Atkinson	Denise St. Hillaire	North
3	Lisa Paladino	North	Nicki Shawley	Atkinson	Lisa Furman	Danville
3			James Pelletier	Atkinson		
4	Jenn Robinson	Danville	Kami Douglas	Central	Barbara Kane	Pollard
4	Donna Richard	Danville	Jan Gilman	Central	Nicole Bailey	Atkinson
4	Meghan Pearson	Danville				
5	Julie Hazelton	Pollard	JoAnn Robichaud	Pollard	Brian Shawley	Atkinson
5	Lisa Kennedy	Pollard	Cathy Riley	Central		

School	enVision	Math in Focus	Everyday Math	Total # of teachers
Atkinson	2	3	3	8
Danville	4	2	1	7
Pollard	3	3	2	8
Sandown	4	3	3	10

Date_____

Teacher_____

The teacher is
- teaching a whole group lesson.
- teaching a small group lesson.
- working with individual students.

The students are
- participating in a whole group lesson.
- working in a small group.
- working independently.
- working at stations.
- completing an assessment.

The teacher is
- thinking out-loud
- guiding student practice
- doing a quick check (formative assessment)
- other: _____

The students are
- practicing a skill
- practicing math facts
- problem solving
- explaining their thinking

Lesson Materials Used:

manipulatives
online resource
workbook (or foldable)
student textbook

Components of the ***4-Part Lesson Format*** can be observed: warm up, word/number work, skill/strategy, close

Learning Targets are transparent. Yes/no

The lesson is compatible with the ***Model of Instruction.*** Yes/no

The lesson includes concrete to the representational to the abstract. Concrete/representational/abstract

Students are actively engaged. Yes/no

Students can articulate the learning target. Yes/no

Technology used: (list all seen)

What do you notice that is different from EDM?

enVision Math Parents

Q1= My child is responding positively to the math materials (workbook pages, student text books, hw) used in this pilot

Q2=The math materials (workbook pages, student text books, hw) used in this pilot are challenging my child appropriately

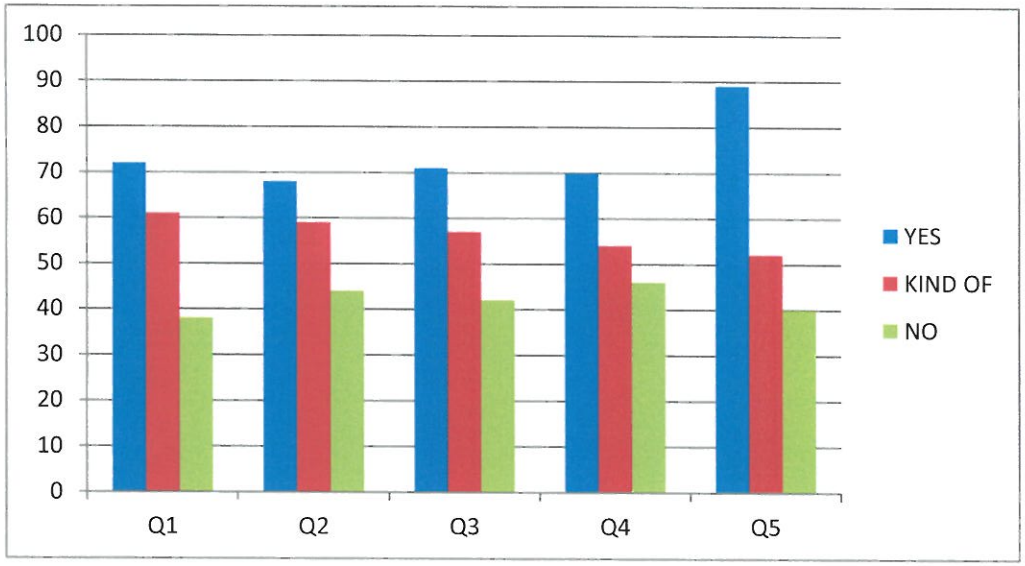
Q3= I know what's going on in my child's math class most of the time

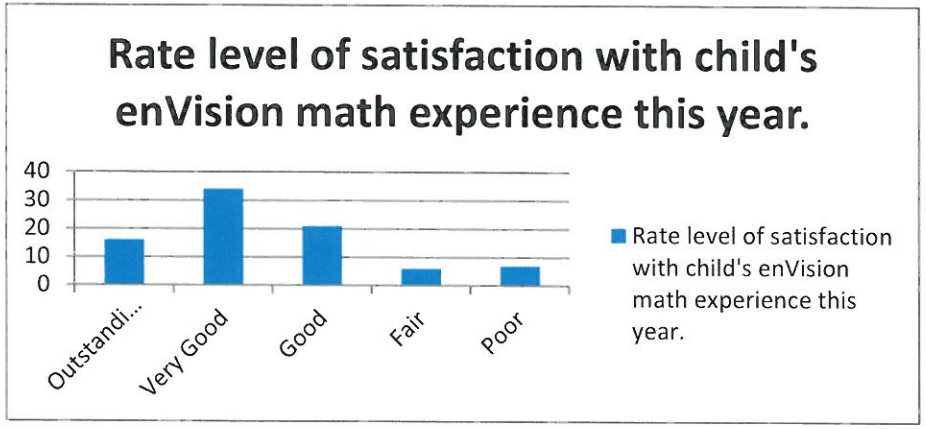
Q4=My child is able to complete the hw independently and in a reasonable amount of time

Q5= I am able to support my child with the math as needed.

Total Surveys: 171

All Parents EnVision Math



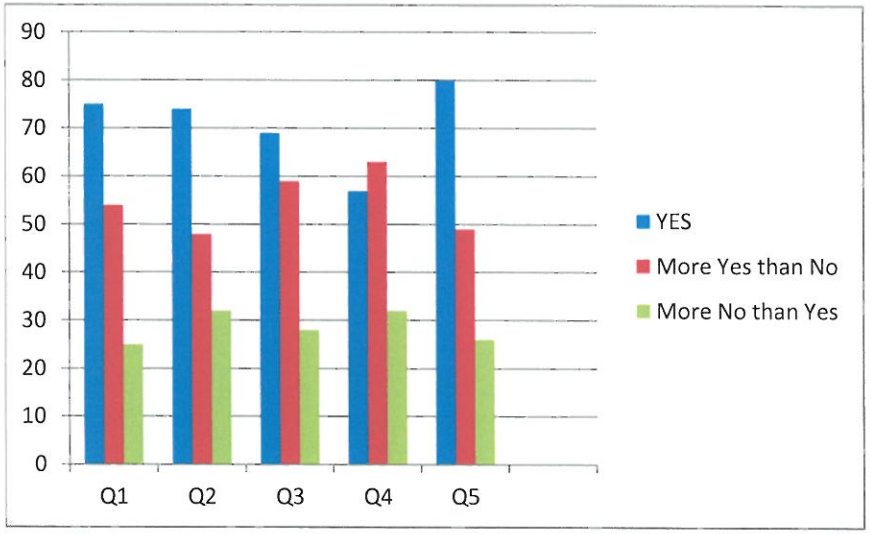


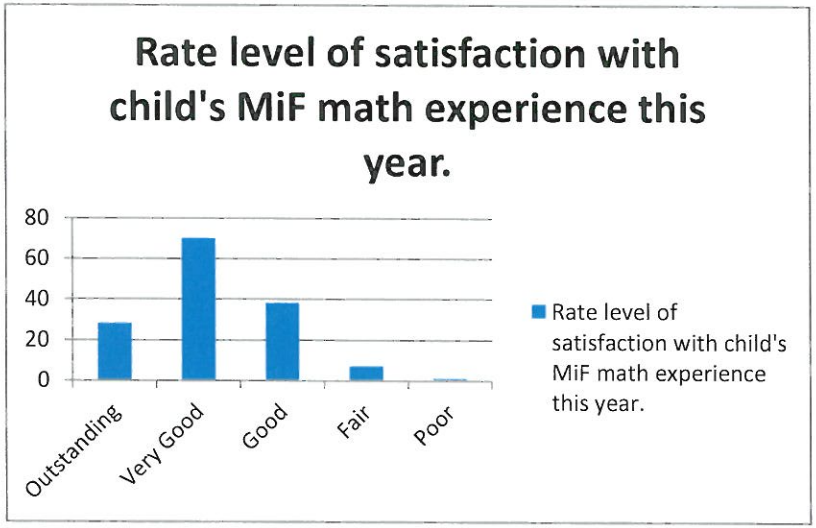
Math In Focus ALL Parents

Q1= My child is responding positively to the math materials (workbook pages, student text books, hw) used in this pilot
Q2=The math materials (workbook pages, student text books, hw) used in this pilot are challenging my child appropriately
Q3= I know what's going on in my child's math class most of the time
Q4=My child is able to complete the hw independently and in a reasonable amount of time
Q5= I am able to support my child with the math as needed.

total surveys= 148

Math In Focus ALL Parents



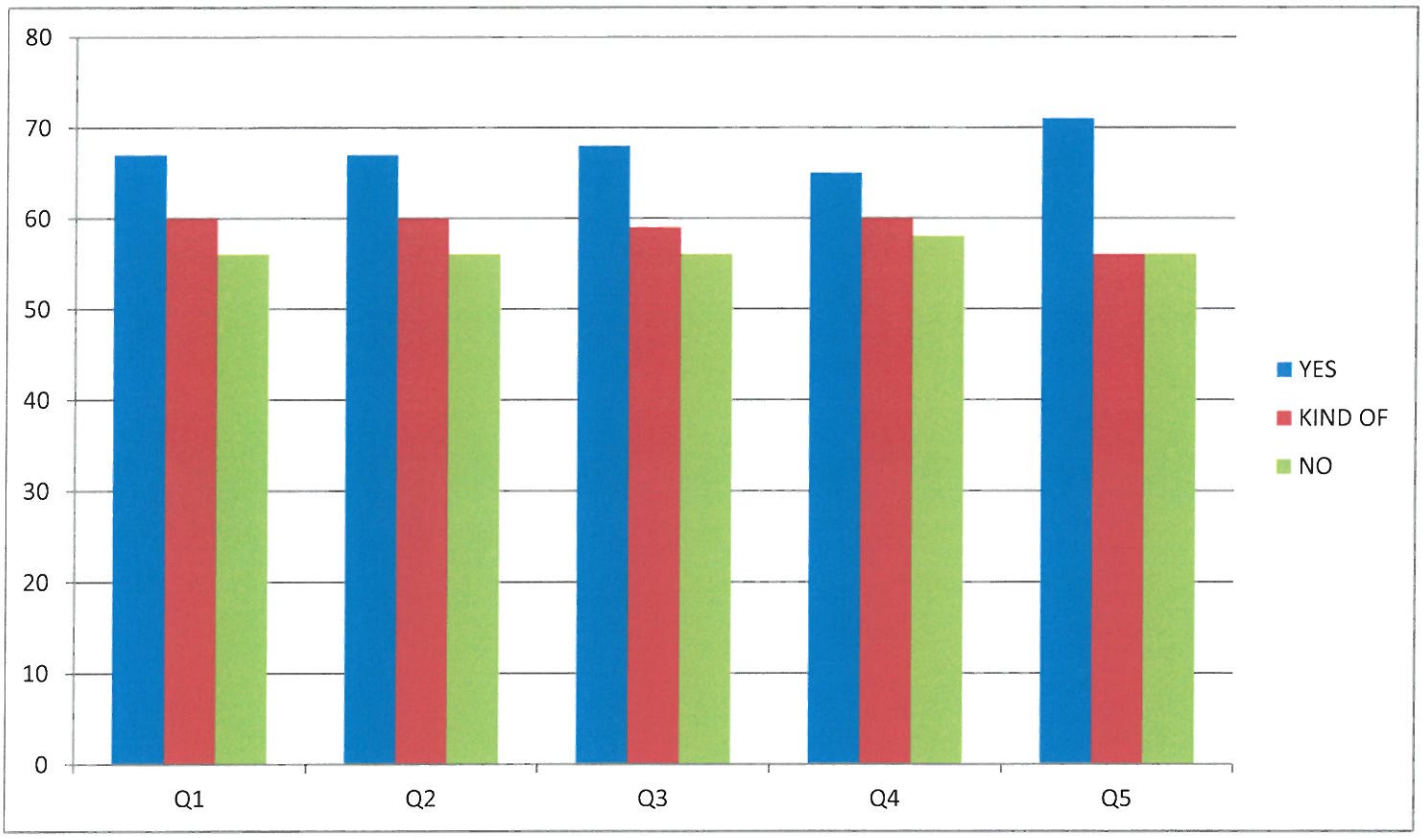


enVision Math Students

Q1= I like Math this year. The lessons are fun!
Q2= I like math materials I'm using this year.
Q3= I understand what I'm learning in math this year.
Q4 I can do my math homework all by myself most of the time
Q5= My parents can help me with my homework if I'm having trouble

Total Surveys: 183

All Students EnVision Math



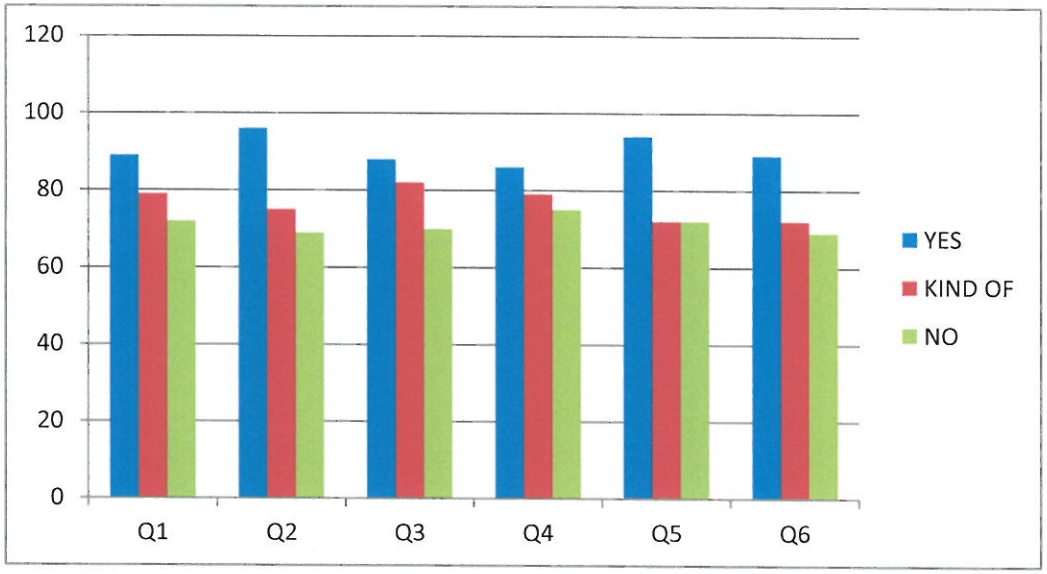
Which math program do you like best?

Last year's	11
This year's	71
Both	6

Math In Focus ALL Students

Q1= I like Math this year. The lessons are fun!
Q2= I like math materials I'm using this year.
Q3= I understand what I'm learning in math this year.
Q4 I can do my math homework all by myself most of the time
Q5= My parents can help me with my homework if I'm having trouble
Q6= I like using the online materials.
survey total = 172

Math In Focus ALL Students



Which math did you like better?

last year's	39
this years	108

Districts in NH EDM survey

District	Currently or did use EDM	Staying	Piloting	Adopting (ed)
Newmarket	Yes	yes		
Bow	Yes	yes		
Windham	yes			enVision
Littleton	Yes		Math in focus	
Sunapee	Yes	Yes for now		
Epping	Yes			Math in focus
Hampton	Yes	yes	Have looked at math in focus and enVision	
Litchfield	Yes			enVision
Nashua	Yes	Will look at changing in 3 yrs.		
Sanborn	Yes	Yes		
Sau50 Greenland, rye, Newington	Yes			One school to Math in Focus
Oyster river	Yes	Yes		
Barrington	Yes	Yes—waiting to see		
Sau20	Yes	yes		
Pittsfield	Yes	Yes with modifications for CC		
Manchester	Yes	Yes		
Merrimack	Yes	Yes		
Sau #6	Yes		Want to look at something different	
Milton—sau #64	Yes		Beginning to look at enVision and math in Focus	
Somersworth	Yes	Yes—revising to fit CC		
Sau 16	Yes	Yes until first round of assessment		
SAU 24	Yes	Yes—have aligned on their own to CC,		

		waiting for first assessment		
Kearsarge	Trailblazers		Looking at enVision, Math in Focus, On Core Math	

11/9/12

MATH PROGRAM REVIEW: Math in Focus

	NO			YES
The teachers' manual is user friendly.		5	2	3
Lesson components match the ***4-Part Lesson Format.***			7	4
Learning Targets can be easily derived from the lesson plans.			4	6
Lessons are compatible with the ***Model of Instruction.***			2	9
Lessons move from the concrete to the representational to the abstract.		2	3	6
Lessons are easily differentiated for small group instruction.		4	5	2
Problem solving is an essential component in each lesson.		2	3	6
Lessons require students to explain their thinking.		2	3	7
Adequate instructional time is spent on each concept/skill before moving onto the next.		1	2	7
Students are provided adequate time to practice new skills/concepts.			5	6
Varied opportunities exist for students to practice and master math facts, promoting automaticity.	2	1	4	2
Formative assessments are included in each lesson and assist in developing small groups and/or driving instruction.		2	3	6
Results of summative assessments provide a clear and explicit connection with the CCSS. Data collected will easily translate onto report cards.	2	1	1	2
Online resources are easy to navigate.		3	6	1
Online resources are engaging for students.		4	3	2
Content area information is included in each lesson to assist with building a teacher's math capacity.			5	5
TOTALS:	**4**	**27**	**58**	**74**

MATH PROGRAM REVIEW: MATH IN FOCUS Feb. 12, 2013

	NO			YES
The teachers' manual is user friendly.	0	0	4	6
Lesson components match the ***4-Part Lesson Format.***	0	0	3	6
Learning Targets can be easily derived from the lesson plans.	0	0	1	9
Lessons are compatible with the ***Model of Instruction.***	0	0	0	10
Lessons move from the concrete to the representational to the abstract.	0	0	1	9
Lessons are easily differentiated for small group instruction.	0	3	4	3
Problem solving is an essential component in each lesson.	0	0	0	10
Lessons require students to explain their thinking.	0	0	3	6
Adequate instructional time is spent on each concept/skill before moving onto the next.	0	0	6	5
Students are provided adequate time to practice new skills/concepts.	0	0	4	6
Varied opportunities exist for students to practice and master math facts, promoting automaticity.	0	1	6	3
Formative assessments are included in each lesson and assist in developing small groups and/or driving instruction.	0	0	4	6
Results of summative assessments provide a clear and explicit connection with the CCSS. Data collected will easily translate onto report cards.	0	0	1	9
Online resources are easy to navigate.	1	6	3	0
Online resources are engaging for students.	0	6	1	1
Content area information is included in each lesson to assist with building a teacher's math capacity.	0	0	1	9
TOTAL	**1**	**16**	**42**	**98**

11/9/12

MATH PROGRAM REVIEW: enVision

	NO			YES
The teachers' manual is user friendly.			2	10
Lesson components match the ***4-Part Lesson Format.***			2	10
Learning Targets can be easily derived from the lesson plans.			3	9
Lessons are compatible with the ***Model of Instruction.***			1	11
Lessons move from the concrete to the representational to the abstract.		1	5	6
Lessons are easily differentiated for small group instruction.			6	5
Problem solving is an essential component in each lesson.			2	10
Lessons require students to explain their thinking.			1	11
Adequate instructional time is spent on each concept/skill before moving onto the next.			6	6
Students are provided adequate time to practice new skills/concepts.			6	6
Varied opportunities exist for students to practice and master math facts, promoting automaticity.	1	4	4	3
Formative assessments are included in each lesson and assist in developing small groups and/or driving instruction.			4	8
Results of summative assessments provide a clear and explicit connection with the CCSS. Data collected will easily translate onto report cards.			2	4
Online resources are easy to navigate.		1	6	4
Online resources are engaging for students.			1	8
Content area information is included in each lesson to assist with building a teacher's math capacity.			3	9
TOTALS:	**1**	**6**	**54**	**120**

MATH PROGRAM REVIEW: ENVISION Feb. 12, 2013

	NO			YES
The teachers' manual is user friendly.	0	0	0	14
Lesson components match the ***4-Part Lesson Format.***	0	0	3	11
Learning Targets can be easily derived from the lesson plans.	0	0	0	14
Lessons are compatible with the ***Model of Instruction.***	0	1	0	13
Lessons move from the concrete to the representational to the abstract.	0	0	2	12
Lessons are easily differentiated for small group instruction.	0	1	4	9
Problem solving is an essential component in each lesson.	0	0	1	13
Lessons require students to explain their thinking.	0	1	1	12
Adequate instructional time is spent on each concept/skill before moving onto the next.	0	0	2	12
Students are provided adequate time to practice new skills/concepts.	0	1	1	12
Varied opportunities exist for students to practice and master math facts, promoting automaticity.	0	4	6	5
Formative assessments are included in each lesson and assist in developing small groups and/or driving instruction.	0	0	1	12
Results of summative assessments provide a clear and explicit connection with the CCSS. Data collected will easily translate onto report cards.	0	0	2	12
Online resources are easy to navigate.	0	0	5	8
Online resources are engaging for students.	0	0	4	9
Content area information is included in each lesson to assist with building a teacher's math capacity.	0	0	2	12
TOTAL	**0**	**7**	**34**	**180**

MATH PROGRAM REVIEW: EVERYDAY MATH
February 2013

Please place an X in the box that indicates your response along the continuum.

	NO			YES
The teachers' manual is user friendly.	0	1	0	6
Lesson components match the ***4-Part Lesson Format.***	2	2	3	0
Learning Targets can be easily derived from the lesson plans.	0	1	3	3
Lessons are compatible with the ***Model of Instruction.***	3	1	3	0
Lessons move from the concrete to the representational to the abstract.	3	2	1	1
Lessons are easily differentiated for small group instruction.	2	4	0	1
Problem solving is an essential component in each lesson.	2	2	2	1
Lessons require students to explain their thinking.	0	3	3	1
Adequate instructional time is spent on each concept/skill before moving onto the next.	6	1	0	0
Students are provided adequate time to practice new skills/concepts.	6	0	1	0
Varied opportunities exist for students to practice and master math facts, promoting automaticity.	6	1	0	0
Formative assessments are included in each lesson and assist in developing small groups and/or driving instruction.	1	2	2	2
Results of summative assessments provide a clear and explicit connection with the CCSS. Data collected will easily translate onto report cards.	2	5	0	0
Online resources are easy to navigate.	0	2	2	3
Online resources are engaging for students.	0	1	3	3
Content area information is included in each lesson to assist with building a teacher's math capacity.	0	3	3	1
Total:	33	31	26	35

SAU 55

N.H. School Administrative Unit 55

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
30 Greenough Rd. • Plaistow, NH 03865 603/382-6119
Fax 603/382-3334

Serving The
Timberlane Regional School District
Hampstead School District

Dear Families,

As your teacher was preparing for report cards for the first trimester, it became apparent that the current report card was not going to work with the math learning that your child has been receiving through the Envision program. The current report card is aligned to New Hampshire's Frameworks, while your child has been learning the Common Core Standards.

In order to provide accurate information on your child's progress in math, the math pilot teachers have come together and devised the attached information which they feel will best give you an indication of the math skills your child currently has and what your child needs to work on in math.

Attached is a sample of what you will see when your child's report packet comes home in a couple of weeks. The cover page tells you the topics (chapters) that have been completed thus far and the Common Core Standards that your child has been learning in the first four topics. You will see your child's test results for each of the topic (chapters) tests. You will also see benchmark test results. The benchmark assesses skills that your child learned in the four topics.

Attached you also have the Common Core Standards for your child's grade level. These are the standards that are to be mastered by the end of the year. As part of the last report in June, you will receive this cumulative report showing what your child has mastered in math and also the areas where your child may need more time and practice for mastery.

In place of a traditional report card for math, you will be receiving this packet of information after each benchmark test, approximately three more times this year, plus the cumulative report at the end of the year.

As always, if you have questions or concerns, please do not hesitate to contact your child's classroom teacher, your curriculum coordinator, or myself.

Sincerely,

Kelli R. Killen

Kelli R. Killen

Director of Elementary Education

MATH – Common Core State Standards

Topic Report

Attached please find your child's Benchmark and Test Reports for Topics 1-4.

Topic 1:	Numeration
Topic 2:	Number Sense: Addition and Subtraction
Topic 3:	Using Place Value to Add and Subtract
Topic 4:	Meanings of Multiplication

Reports provide you with three pieces of information:

1. an overall test score
2. a list of skills that your child has successfully completed
3. a list skills that your child will continue to work on this year

Successful completion of any skill means that your child has demonstrated grade level progress toward mastery of the following end-of-year grade level standards:

- Represent and solve problems involving multiplication and division.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

If you have any questions regarding this information, please contact your child's classroom teacher.

SAMPLE

Help Close

Student Teacher

[redacted], [redacted]

* Topic 2 Test

Test Report

Your score is 14 out of 20 : 70%

Successfully completed:

- Lesson 2-6: Estimating Sums
- Lesson 2-1: Addition Meanings and Properties
- Lesson 2-7: Estimating Differences
- Lesson 2-8: Making Sense of Addition and Subtraction Equations

You need to continue working on :

- Lesson 2-5: Rounding
- Lesson 2-9: Problem Solving: Reasonableness
- Lesson 2-3: Using Mental Math to Add
- Lesson 2-4: Using Mental Math to Subtract
- Lesson 2-2: Subtraction Meanings

Question Number		Question Number	
1	●	11	×
2	●	12	●
3	●	13	●
4	●	14	●
5	×	15	●
6	×	16	●
7	×	17	●
8	×	18	●
9	●	19	×
10	●	20	●

● = Correct × = Incorrect

SAMPLE

Help Close

STUDENT TEACHER

[redacted],

Benchmark Test 1

Test Report

Your score is 18 out of 24 : 75%

Question Number					
1	●	11	●	21	●
2	●	12	×	22	●
3	×	13	×	23	●
4	●	14	●	24	●
5	●	15	●		
6	●	16	×		
7	●	17	●		
8	●	18	●		
9	●	19	×		
10	●	20	×		

● = Correct × = Incorrect

Successfully completed:

- Lesson 1-2: Ways to Name Numbers
- Lesson 1-1: Representing Numbers
- Lesson 3-3: Adding 3-Digit Numbers
- Lesson 2-5: Rounding
- Lesson 1-6: Comparing Numbers
- Lesson 2-7: Estimating Differences
- Lesson 3-6: Subtracting with an Expanded Algorithm
- Lesson 4-2: Arrays and Multiplication
- Lesson 1-7: Ordering Numbers
- Lesson 4-3: The Commutative Property
- Lesson 2-6: Estimating Sums
- Lesson 3-4: Adding 3 or More Numbers

You need to continue working on :

- Lesson 3-10: Problem Solving: Draw a Picture and Write a Number Sentence
- Lesson 4-1: Multiplication as Repeated Addition
- Lesson 3-1: Adding with an Expanded Algorithm
- Lesson 3-9: Subtracting Across Zero
- Lesson 2-8: Making Sense of Addition and Subtraction Equations

Timberlane Regional School District

Report Card Pilot for Common Core--Third
2012-2013

MATH—Common Core Standards

Math	Mastery
Effort (X+, X, X-)	
Operations and Algebraic Thinking	
Represents and solves problems involving multiplication and division within 100.	
Understands properties of multiplication and the relationship between multiplication and division.	
Multiplies and divides within 100.	
Solves problems involving the four operations, and identifies and explains patterns in arithmetic.	
Number and Operations in Base Ten	
Uses place value understanding and properties of operations to perform multi-digit arithmetic.	
Number and Operations--Fractions	
Develops understanding of fractions as numbers.	
Measurement and Data	
Solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	
Represents and interprets data (scaled picture and bar graphs, using ruler with halves and fourths).	
Geometric measurement: understands concepts of area and relates area to multiplication and to addition.	
Geometric measurement: recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures.	
Geometry	
Reasons with shapes and their attributes (divide shapes into equal areas).	

Mastery (M) – Performance demonstrates mastery of the grade level standard.
Progress (P) – Performance demonstrates progress toward, but not mastery of, the grade level standard.

MATH – Common Core State Standards

Chapter Report

Attached please find your child's Benchmark Assessment and Chapter Reports (1-4).

Chapter 1:	Numbers to 10
Chapter 2:	Number Bonds
Chapter 3:	Addition Facts to 10
Chapter 4:	Subtraction Facts to 10

Reports provide you with two pieces of information:

1. a list of skills that your child has successfully completed
2. a list skills that your child will continue to work on this year

Successful completion of any skill means that your child has demonstrated grade level progress toward mastery of the following <u>end-of-year</u> grade level standards:

- Represents and solves problems involving addition and subtraction within 20.
- Understands and applies properties of operations and the relationship between addition and subtraction.
- Adds and subtracts within 20.
- Works with addition and subtraction equations.

If you have any questions regarding this information, please contact your child's classroom teacher.

Student: SAMPLE Date: _____

Math in Focus Chapter (1) Report: Numbers to 10

Big Idea: Counting and Comparing Numbers to 10

Children used countable objects to develop the association between the physical representation of the number, the number symbol, and the number word. Besides counting the objects in a set, and creating a set with a given number of objects, children also differentiated between numbers of objects in sets, a skill that forms a basis for number comparison. They learned to recognize relationships between numbers, such as 1 more than and 1 less than.

Based upon a variety of informal and formal assessments, your child successfully completed the following skills. Skills that we will continue to work upon are also identified.

Skill	Successfully Completed	Continued Work Required
Count from 0 to 10 objects		
Read and write 0 to 10 in numbers and words		
Compare two sets of objects by using one-to-one correspondence		
Identify the set that has more, fewer, or the same number of objects		
Identify the number that is greater than or less than another number		
Make number patterns		

Comments:

Timberlane Regional School District

Report Card Pilot for Common Core--Third
2012-2013

MATH—Common Core Standards

Math	Mastery
Effort (X+, X, X-)	
Operations and Algebraic Thinking	
Represents and solves problems involving multiplication and division within 100.	
Understands properties of multiplication and the relationship between multiplication and division.	
Multiplies and divides within 100.	
Solves problems involving the four operations, and identifies and explains patterns in arithmetic.	
Number and Operations in Base Ten	
Uses place value understanding and properties of operations to perform multi-digit arithmetic.	
Number and Operations--Fractions	
Develops understanding of fractions as numbers.	
Measurement and Data	
Solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	
Represents and interprets data (scaled picture and bar graphs, using ruler with halves and fourths).	
Geometric measurement: understands concepts of area and relates area to multiplication and to addition.	
Geometric measurement: recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures.	
Geometry	
Reasons with shapes and their attributes (divide shapes into equal areas).	

Mastery (M) – Performance demonstrates mastery of the grade level standard.
Progress (P) – Performance demonstrates progress toward, but not mastery of, the grade level standard.

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.

could not find or rater needs more information

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.		
4. 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.		
5. Has mastery of concepts at each grade level		
6. Has a scope and sequence.		
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 in the core program. Instruction for students that have not met the goal. Can differentiate the following: Product Process Standards Small group instruction Independent Math Homework is differentiated.		
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 include lessons/activities.		
6. Resources for project-based learning.		
7. Writing is a component.		
8. Relevant connections are made to students' lives.		

9. 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 universal screening assessments.		
2. Formative assessments are included. Pre-tests Record charts are available for individual and class. Weekly assessment		
3. Summative assessments are included. Post-test Record charts are available for individual and class. Performance-based assessment		
4. Assessments can be differentiated.		

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		
Addresses the shifts in the math common core. Focus Coherence Fluency Deep understanding Application Duel intensity		
Adaptable for substitutes		
Transition to middle school Concepts Vocabulary algorithms		

Total of: _____√+ _____√ _____√-

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