Scott Foresman·Addison Wesley

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EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA

2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics

CCSSM Curriculum Materials Analysis —--Overarching Considerations – Tool 3

Kindergarten

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CCSSM Curriculum Materials Analysis --Overarching Considerations (Tool 3)   Date _____
(To be completed by committee)

A textbook is defined as any medium or material (print or nonprint), book, or electronic medium that constitutes the principal source for teaching and learning in a specified area and includes a systematically organized core of stand-alone instructional materials designed to support a curriculum based on the Common Core State Standards.

After reviewing the materials carefully using Tools 1 and 2, answer the questions below reflecting important overarching considerations with regard to the materials. Evaluators should consider how these materials would be used by effective teachers, so that students can participate in high-quality learning experiences. Indicate whether the materials you are evaluating (print or electronic medium) meet the following considerations.

Title of Textbook and Publisher _Scott Foresman-Addison Wesley enVision MATH, Pearson Education, Inc., publishing as Scott Foresman___ Date of Copyright _____2012_____
Grade Level(s) _Kindergarten_____

Questions about Overarching Considerations: Content Do the materials:	YES	NO	Comments/Examples
1. Align to the Common Core State Standards for Mathematics in a manner consistent with what is described in the Standards?			
2. Accurately identify the required skills at this grade level?			
3. Support the development of students' mathematical understanding?			
4. Support the development of students' proficiency with procedural skills?			
5. Assist students in building connections between mathematical understanding and procedural skills?			
6. Provide a balanced focus on mathematical understanding and procedural skills?			
7. Build on each other within and across grades in a logical way that supports mathematical understanding and procedural skills?			

Questions about Overarching Considerations: Mathematical Practices	YES	NO	Comments/Examples
Do the materials:			
8. Demand that students engage in the Standards for Mathematical Practice as the primary vehicle for learning the Content Standards?			
9. Provide opportunities for students to develop the Standards for Mathematical Practice as "habits of mind" (ways of thinking about mathematics that are rich, challenging, and useful) throughout the development of the Content Standards?			
10. Provide accompanying assessments of student learning (such as homework, observation checklists, portfolio recommendations, extended tasks, tests, and quizzes) which provide evidence regarding students' proficiency with respect to the Standards for Mathematical Practice?			
Questions about Overarching Considerations: Equity	YES	NO	Comments/Examples
Do the materials:			
11. Provide teachers with strategies for meeting the needs of a range of learners, including advanced students and those requiring remediation?			
12. Provide instructional support to help teachers sequence or scaffold lessons so that students move from what they know to what they do not know?			
13. Suggest accommodations and modifications for English language learners that will support their regular and active participation in learning the content?			
14. Encourage teachers to draw upon home language, culture, and students' personal experiences to facilitate learning?			
15. Promote correct and appropriate use of the English language?			
16. Provide opportunities for teacher and students to connect content to other subject areas?			
17. Provide both individual and collective opportunities for students to learn using tasks with a range of challenge such as real-life problems, simulations, experiments, and data gathering?			

Questions about Overarching Considerations: Equity	YES	NO	Comments/Examples
Do the materials:			
18. Provide a balanced representation of people and points of view regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers and career choices?			
19. Include strategies and content that are grade appropriate?			
20. Embed tasks with multiple entry-points that can be solved using a variety of solution strategies or representations?			
21. Provide opportunities to use reading, writing, and speaking in mathematics lessons.			
22. Encourage teachers to draw on multiple resources such as objects, drawings, charts, diagrams, and graphs to facilitate learning?			
Questions about Overarching Considerations: Assessment	YES	NO	Comments/Examples
Do the materials:			
23. Provide evaluation measures with prescriptive learning activities (enrichment, developmental, and remedial)?			
24. Assess students at a variety of knowledge levels (e.g., memorization, understanding, reasoning, problem solving)?			
25. Provide support for a varied system of on-going formative and summative assessment (formal or informal observations, interviews, surveys, performance assessments, target problems)?			
Questions about Overarching Considerations: Technology	YES	NO	Comments/Examples
Do the materials:			
26. Include or reference technology that provides teachers additional tasks for students?			

	YES	NO	Comments/Examples
27. Include teacher guidance for the mindful use of embedded technology to support and enhance student learning?			
Questions about Overarching Considerations: Technology **Do the materials:**	**YES**	**NO**	**Comments/Examples**
28. Integrate technology such as interactive tools, virtual manipulatives/objects, and dynamic mathematics software in ways that engage students in the Mathematical Practices?			
29. Include opportunities to assess student mathematical understandings and knowledge of procedural skills using technology?			
Questions about Overarching Considerations: Construction and Design **Do the print version of the materials:**	**YES**	**NO**	**Comments/Examples**
30. Appear to be of durable quality and reusable by successive students?			
31. Have grade-appropriate type size used?			
32. Have strong quality paper without undue gloss?			
33. Have an aesthetically appealing appearance (attractive, inviting)?			
Do the electronic/digital/online versions:	**YES**	**NO**	**Comments/Examples**
34. Have "platform neutral" technology (i.e., will run on Windows or other platforms), and availability for networking?			
35. Have a user-friendly, interactive, easy-to-operate interface, allowing the user to control (shift among activities)?			
36. Appear to be of durable quality (if there is a physical product) and reusable by successive students?			
37. Have grade-appropriate type size used?			
38. Have an aesthetically appealing appearance (attractive, inviting)?			

	YES	NO	Comments/Examples
39. Allow students to save work-in-progress, and allow student data to be saved and retrieved?			
Questions about Overarching Considerations: Construction and Design **Do the electronic/digital/online versions::**	**YES**	**NO**	**Comments/Examples**
40. Provide timely and appropriate feedback?			
41. Have content that complies with copyright fair use laws, including the Technology, Education, and Copyright Harmonization Act (TEACH Act)?			
42. Ensure access to web content by using non-proprietary technologies (HTML)?			
43. Include technical requirements in the instructions that state what is needed for the software, program, or webpage to run properly (for example: Windows 2000, XP, Vista Operating System, Windows Explorer 7.0, Firefox 3.0, etc.)			
44. Provide adequate technical support, which ensures ease of use for faculty and students?			

I vote to adopt or reject this submission. (Please circle one.)   **Adopt**   **Reject**

What are your overall impressions of the curriculum materials examined?

What are the strengths and weaknesses of the materials you examined?