This graphic organizer may be a useful tool for a group of teachers examining the alignment of their instructional materials to the Common Core Learning Standards. This tool relates closely to Quality Review indicators 1.1, 1.2, 2.2 and 5.1 and may be helpful to support educators in thinking deeply about their curriculum, instruction and assessment.

| **Areas for Consideration**  | **My assessment (including evidence)** |
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| **Dimension I: Alignment to the Common Core Learning Standards*** What content and performance expectations of the assessments/tasks are the grade level standards cited asking students to demonstrate proficiency with?
* Do the tasks and unit provide opportunities for students to demonstrate proficiency with relevant mathematical practices?
* Do the tasks and unit directly focus on the content and performance cited in the aligned grade level standards?
* For whole-curriculum materials, do the materials address the full range of standards?
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| **Dimension II: Promotion of CCLS Shifts*** Do the instructional materials focus on the concepts prioritized in the standards allowing ample time to engage with them?
* Do the instructional materials make connections within and across grade levels, e.g. supporting standards are connected to the priority standards in the materials?
* Do the instructional materials expect and/or encourage speed and accuracy with basic calculations?
* Do the instructional materials require students to apply deep conceptual learning to new situations through complex problem solving, in addition to writing and speaking about their understanding?
* Do the instructional materials require students to independently apply math concepts in real-world situations, choosing and applying the appropriate model or strategy to new situations?
* For whole-curriculum materials, do the materials represent a thoughtful integration of the shifts across the year(s)?
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| **Dimension III: Quality of Assessment & Student Evidence*** Do the assessments elicit measurable evidence of the most critical aspects of the CCLS?
* Are the assessments accessible and unbiased?
* Are the assessments curriculum-embedded, diverse and well sequenced (may include pre-, formative, summative, and self-assessments)?
* Do the assessments support multiple DOK levels possibly through scaffolding?
* Do rubrics, scoring guides and/or student benchmark papers clearly align to the Common Core and provide enough guidance for interpreting student performance?
* Do the assessments include guidance for students regarding scoring of the assessments?
* Do the assessments provide opportunities for students to demonstrate mathematics skills separately and in conjunction with other skills (e.g. using algebraic symbolic manipulation to find the measure of an angle in a triangle)?
* Do the assessments include expectations to exhibit mathematics skills independently?
* For whole-curriculum materials, do the materials provide benchmark assessments throughout the year to assess student mastery of the standards?
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| **Dimension IV: Quality & Utility as an Instructional Resource*** Do the instructional materials support teachers in planning and providing effectively learning experiences?
* Are the instructional materials comprehensive and easy to understand and use?
* Do the instructional materials provide direction and an effective sequence of implementation?
* Do the instructional materials identify pre-requisite knowledge and skills needed for success in the task/unit?
* Do the instructional materials address appropriate level of understanding and content/topics for a specific grade level?
* Do the instructional materials encourage an arc of learning: introducing a topic or skill, advancing understanding over time, and deepening understanding as a unit of study ends?
* Do the instructional materials address multiple DOK levels possibly through scaffolding?
* Do the instructional materials provide opportunities to engage in a productive struggle?
* Are the tasks and texts included interdependent?
* Do the instructional materials reveal a conceptual progression, connecting to previously learned and future mathematical concepts?
* Do the instructional materials provide students with opportunities to build and use precise mathematical terms, notation, and language?
* Do the instructional materials address common misconceptions or ways to avoid common errors?
* Do the materials facilitate a mix of instructional approaches, embedding key pedagogical strategies (e.g. checking for understanding, modeling, a range of questions, etc.)?
* For whole-curriculum materials, do the materials include a thoughtful progression of units across the year(s) and a rationale for sequencing?
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| **Dimension V: Accessibility & Responsiveness***Some of the questions below may not be relevant dependent on your student population (e.g .if you did not have ELLs in your classroom you would not build in ELL-specific supports). Please consider these questions in the context of your own students.** Do the instructional materials provide multiple entry points for varying student needs?

Do the instructional materials include suggestions for ways to use the materials with a variety of learners?* Do the instructional materials anticipate and successfully address barriers for students (UDL)?
* Do the instructional materials design instruction to support diverse, cultural and linguistic backgrounds, readiness levels, and interests and styles?
* Do the instructional supports help student to see ways to make connections to previously learned mathematical concepts?
* Do the instructional materials provide activities that allow students to advance beyond grade-level expectations?
* Do the instructional materials gradually remove supports, requiring students to demonstrate their independent capacities?
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