**RESOURCE ALIGNMENT TOOL FOR**

**Mathematics**

**1. Rate the resource against the criteria in the Mathematics Resource Alignment Tool.1**

Use the dimensions and the evidence statements in the tool to guide your ratings. Record strengths and weaknesses for each key criterion (Focus, Coherence, and Rigor).

**2. Determine the high-value actions needed to fill gaps for the dimensions that make up each criterion.** Identify the high-value action(s) related to each criterion that will strengthen the alignment of the resource to your college and career readiness (CCR) standards. High- value actions are those that will bring your resource into much closer alignment to the standards. In many cases, while the actions take some effort, they can be efficiently executed.

**3. Give an overall score for the resource.** Summarize the overall strengths and weaknesses of the resource with respect to the three criteria to score the resource.

**4. Align the resource to the Framework.** Determine where the resource best fits in the

Curriculum Framework.

|  |  |
| --- | --- |
| Individual Dimension Rating Descriptors | |
| Meets | There is evidence in the resource to indicate that the dimension is met. |
| Partially Meets | There is evidence in the resource to indicate that the dimension can be met with some revision. |
| Does Not Meet (Insufficient Evidence) | There is little or no evidence in the resource to indicate that the dimension is being met. Substantial revision is needed for alignment. |

1 Adapted from *Publishers’ Criteria for the Common Core State Standards in Mathematics.* Washington, DC. Accessed January

[13, 2015. http://www.corestandards.org/wp-content/uploads/Math\_Publishers\_Criteria\_K-8\_Spring\_2013\_FINAL1.pdf](http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_K-8_Spring_2013_FINAL1.pdf) and [http://www.corestandards.org/wp-content/uploads/Math\_Publishers\_Criteria\_HS\_Spring\_2013\_FINAL1.pdf;](http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_HS_Spring_2013_FINAL1.pdf) *Toolkit for Evaluating Alignment of Instructional and Assessment Materials to the Common Core State Standards.*

**Criterion Focus: Does the resource focus strongly where the standards focus, including relevant Standards for Mathematical Practice?**

|  |  |  |  |
| --- | --- | --- | --- |
| Dimension 1.1 | Meets | Partially  Meets | Does Not Meet  (Insufficient Evidence) |
|  |  |  |
| **Major Work of the Level (MWOTL):** *Most* lessons in the resource are focused on the most critical concepts for that level. *(Support document: College*  *and Career Readiness Content*  *Progressions)* | Guiding Questions:  • Does the resource target the standards addressing the  MWOTL (as noted in the table of contents)?  • Is extensive work provided with on-level problems tied  to the MWOTL?  • Do assignments and tasks reinforce critical concepts  (MWOTL) in the lessons?  • Do assignments and tasks that address supporting standards enhance the MWOTL? | | |
| Dimension 1.2 | Meets | Partially  Meets | Does Not Meet  (Insufficient Evidence) |
|  |  |  |
| **Standards for Mathematical Practice:** *Each* lesson meaningfully connects mathematical content with the Standards for Mathematical Practice. *(Support document: Standards for Mathematical Practice)* | Guiding Questions:  • Is at least one practice targeted in the lesson?  • Is there evidence in the activities and tasks that suggests one or more practices?  • For the practices included in lessons, are they central to the goals of the lessons?  • Does each lesson meaningfully connect mathematical content with the targeted practices?  • Do the activities and tasks of the lessons offer  opportunities for students to experience the practices? | | |
| **Summary of strengths and weaknesses:**  **High-value actions needed to fill the gaps (check all actions that apply):**  ❏❏ Identify the MWOTL in the resource.  ❏❏ Identify the MWOTL not covered in the resource that will need to be supplemented by other resources.  ❏❏ Identify and add Standards for Mathematical Practice that are central to a lesson (or reduce the number that are addressed) and include a description of how they are related.  ❏❏ Other: | | | |

**Criterion Coherence: Does the resource design learning around coherent progressions between levels and within the level?**

|  |  |  |  |
| --- | --- | --- | --- |
| Dimension 2.1 | Meets | Partially  Meets | Does Not Meet  (Insufficient Evidence) |
|  |  |  |
| **Coherence Across Levels:** The resource *regularly* relates on-  level concepts to knowledge from previous levels and to future learning. *(Support document: College and Career Readiness Content Progressions)* | Guiding Questions:  • Are there examples of lessons that ask students to  connect knowledge and skills across levels?  • Is mathematics content from previous levels clearly  identified as “review”?  • Are connections made about how the content of this lesson supports, and is connected to, future learning? Is more sophisticated math forecasted in the resource? | | |
| Dimension 2.2 | Meets | Partially  Meets | Does Not Meet  (Insufficient Evidence) |
|  |  |  |
| **Coherence Within a Level:** Where appropriate, the resource connects two or more standards within a progression, or two or more progressions within a level. *(Support document: College and Career Readiness Content Progressions)* | Guiding Questions:  • Does content build on understandings from previous lessons (noted in the table of contents or in a series of lessons)?  • Are lessons linked to one another?  • Do lessons ask students to connect knowledge and skills within lessons when it is important and natural to do so? | | |
| **Summary of strengths and weaknesses:**  **High-value actions needed to fill the gaps (check all actions that apply):**  ❏❏ Add to lessons any knowledge and skills from prior levels needed for students to understand the content.  ❏❏ Identify as “review” the student tasks, activities, or assessment items included in the lessons that  reference learning at previous levels.  ❏❏ Recommend that student activities or assessment items addressing learning at subsequent levels  be excluded from a lesson or identified as an extension of work at the current level.  ❏❏ Suggest rearranging lessons so the sequence of knowledge and skills learned in the resource has  a natural and logical flow to support student learning.  ❏❏ Other: | | | |

**Criterion Rigor: Does the resource pursue conceptual understanding, procedural skill and fluency, and application with equal intensity?**

|  |  |  |  |
| --- | --- | --- | --- |
| Dimension 3.1 | Meets | Partially  Meets | Does Not Meet  (Insufficient Evidence) |
|  |  |  |
| **Conceptual Understanding:** The resource *regularly* develops students’ conceptual understanding through tasks, problems, questions, and opportunities for students  to write and speak about their understanding. | Guiding Questions:  • Are students provided support to develop a conceptual understanding of the most critical concepts for the level?  • Are there discussion questions that pertain to conceptual understanding in the lessons?  • Are there opportunities for students to demonstrate, in multiple ways, their understanding of the critical concepts addressed in the lessons? | | |
| Dimension 3.2 | Meets | Partially  Meets | Does Not Meet  (Insufficient Evidence) |
|  |  |  |
| **Procedural Skill and Fluency:** The resource *regularly* asks students to use mathematical procedures and perform calculations and quickly  and accurately. | Guiding Questions:  • Are students expected to attain the fluencies and  procedural skills required by CCR standards?  • Are assignments/problems structured to build students’ competencies to perform core calculations and mathematical procedures quickly and accurately? Is precision with calculations emphasized? | | |
| Dimension 3.3 | Meets | Partially  Meets | Does Not Meet  (Insufficient Evidence) |
|  |  |  |
| **Application:** The resource *regularly* requires students to engage in challenging applications of mathematics in real-world and mathematical contexts. | Guiding Questions:  • Is the resource designed so that students spend sufficient time working with engaging applications (without losing focus on the MWOTL)?  • Are students regularly provided opportunities to independently apply mathematical concepts in real-world situations and solve challenging problems? | | |

**Summary of strengths and weaknesses:**

**High-value actions needed to fill the gaps (check all actions that apply):**

❏❏ Add problems or tasks that are good matches to the standards targeted in a lesson and that focus on the following areas:

❏❏ Conceptual understanding of the MWOTL

❏❏ Challenging application problems

❏❏ Procedural and computational practice

❏❏ Add high-level discussion questions and instructions targeted toward building conceptual understanding.

❏❏ Other:

**Overall Rating and Placement in the Framework:**

|  |  |  |
| --- | --- | --- |
| Tight  Alignment | Most (four or more) of the dimensions are rated as **Meets**, with the remainder rated as Partially Meets. There are only a few minor revisions (or none at all) needed to improve alignment of the resource with the CCR standards. |  |
| Partial  Alignment | Most (four or more) of the dimensions are rated at least as **Partially Meets**. Moderate revisions are needed to improve alignment of the resource with the CCR standards. |  |
| Weak  Alignment | Most (three or more) of the dimensions are rated as **Does Not Meet**. Substantial revisions are needed to improve alignment of the resource with the CCR standards. |  |
| **Summary of key strengths and weaknesses:** | | |

**Notes:**