

Math Instructional Materials Scoring Instrument Feedback

Positive Feedback:

- The rubric is excellent.
- I love that the mathematical practices are included as a scoring rubric.
- I LOVE the requirement of tasks to teach!
- I like having a minimum of 3 tasks in every unit.
- The requirement for multiple representations and connections from prior grades in the instructional focus will help ensure these texts do not revert to instruction the is misaligned with the research on effective math instruction.
- I like ensuring each aspect of rigor is included (even if this will be time consuming).

Already Applied to the Rubric

- I would love some kind of support that teaches teachers how the strategy is used. Perhaps to this sentence: Materials provide educative supports (e.g., adult level explanations of the standards and strategies) in every lesson.
- The rigor part of the scoring section (page 1) is confusing. I am not sure why it says in level 2 that parts will be bolded and in level 3 it says parts will be highlighted. I would suggest reorganizing this part to say:
For Rigor:
0: The standard is not instructionally present within the material.
1: The standard is instructionally present but does not have an instructional focus on the indicated type of rigor.
2: The standard is instructionally present and has a clear instructional focus on the indicated type of rigor.

Note: Some standards appear under multiple aspects of rigor (i.e., Conceptual Understanding, Procedural Fluency, or Application). When scoring these standards, only score the part of the standard relevant to that aspect of rigor, which is identified by a bold, italics, larger font.

Actionable Feedback:

- Would it be possible to move the accessibility features category before aspects of rigor? That way the 3 holistic categories (all scored the same way) are together, and the aspect of rigor are last. I would even consider waiting to describe the scoring of the rigor section until right before the rigor section...to not confuse the two scoring methods.

- There isn't any information on how these scores will be used. After scoring each row, how will the numbers be used? Is each table equally weighted? Or is the scorer just coming up with a total?

Feedback trending towards Usability

- Consider more directly calling out manipulatives. Concrete is addressed, but I'd like to see an indicator that provides recommended manipulatives and explorations explicitly.
- Add in: "Exploration of the math concept and discovery of the mathematical ideas using guiding questions is expected in all tasks."?
- Should/can we include something about providing TN end-of-course practice items?
- I don't know if this can be included, but one of the most important aspects of Integrated Math is making connections between areas of math (algebra, geometry, statistics). Most of the textbooks we see separate algebra (1st semester), geometry (2nd semester), and stats at the very end. Is there a way to incorporate this? I see the one under instructional focus about connecting standards/domains, but that doesn't necessarily mean the book will be integrated.
- Consider adding "and editable" to the statement about digital materials. Although, I'm not wholeheartedly convinced on this recommendation. It is an easy sale to teachers when they can modify something, but from the perspective of a publisher I wouldn't necessarily want teachers to be able to modify and alter the integrity of the published curriculum.

Can be addressed in the training

- Should we define the word "task" in the second indicator under Instructional Focus?
- I think it is going to be really time consuming for reviewers to check to make sure that there are problems and activities in every unit that connect two or more standards and/or domains.
- The rigor indicators are a little confusing for scores 1 & 2. Could we revise them to say:
1: The standard is instructionally present within the material, but the depth of understanding required by the standard is lacking.
2: The standard is instructionally present within the material and the depth of understanding required by the standard is met.
- Under Mathematical Practices, can we ask that materials embed the eight math practices in every lesson (rather than unit)?