

**Mathematically Connected Communities (MC2) K-12 Mathematics  
Instructional Materials Evaluation Rubric Scoring Sheet\***

**Publisher:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Textbook Title:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Role:** \_\_\_\_\_

**DO NOT use this Scoring Sheet by itself** – it must be filled out in conjunction with the Long Form of the Rubric. Rate the resource on each criterion by placing an X in the appropriate box.

Program's Content Criterion	Rating				
<b>Category 1 – Common Core Standards for Mathematical Practice</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Students make sense of mathematics in problems - persevere in solving them; construct viable arguments and critique the reasoning of others.					
2. Students reason abstractly and quantitatively. They develop conceptual understandings, decontextualize, and contextualize the math.					
3. Students model with mathematics – identify important quantities, map relationships using tools, interpret results, and are able to reflect.					
4. Students have the opportunity to make decisions regarding appropriate tool usage, while displaying estimation and error detection strategies.					
5. Students attend to precision and develop precise mathematical language, develop deeper understandings, and determine answers with precision.					
6. Students look for and make use of structure and also look for and express regularity in repeated reasoning.					
<b>Evidence to Support Ratings:</b>					
<b>Category 2 – Mathematics Content Aligned to CCSS-M</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Focuses on essential content and practices–in depth learning experiences, deep conceptual understanding, while understanding various perspectives.					
2. Mathematical connections across grades and within grades are made; connections between clusters and/or domains are made and deeper understanding is promoted.					
3. PARCC MCF and the <i>Instructional Shifts</i> are reflected and develop the students' conceptual understanding, set expectations for fluency, and time is spent engaging in mathematical applications.					
<b>Evidence to Support Ratings:</b>					

<b>Category 3 – Instructional Supports</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Engages students in the mathematical practices, while proposing cognitively demanding questions.					
2. Appropriate level and type of scaffolding, differentiation, and intervention are provided to include SPED and ELL.					
3. Students demonstrate understanding through participation, presentation, creation, writing, and/or through the use of technology and media.					
4. Specific strategies are used to develop mathematical vocabulary and academic language is utilized.					
<b>Evidence to Support Ratings:</b>					
<b>Category 4 – Assessment</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Assessments integrate content and mathematical practice standards in the instructional program; Assessment is similar to learning activities.					
2. Summative, formative, informal, and formal assessments are utilized. (Diagnostic, observational, peer to peer, and student self-assessment)					
3. Assessment tasks include connections between mathematical ideas. It is not separated or isolated, however one aspect may have more emphasis.					
4. Conceptual understanding and procedural knowledge are assessed frequently.					
<b>Evidence to Support Ratings:</b>					

**Overall Strengths and Weaknesses:**