

Publisher: _____
Program: _____
Grade Level(s): Elementary Middle High

Evaluator: _____
District: _____
Position: _____

Date: _____
TOTAL SCORE: _____

Mathematically Connected Communities (MC²) K – 12 Mathematics-Instructional Materials Evaluation Rubric

<p>Category 1</p> <p>MATHEMATICS CONTENT & PROCESSES</p> <p><i>The mathematical content of the curriculum reflects the State Content and Process Standards.</i></p>	<p>1. The program’s content reflects the problem solving nature of mathematics and the thinking that mathematicians use. The mathematics is developed from problem situations. Situations are sufficiently simple to be manageable but sufficiently complex to provide for diversity in approach. They are amenable to individual, small group, or large group instruction; involve a variety of mathematical domains; and are open and flexible as to the methods to be used.</p> <p>Comments:</p> <table style="margin-left: auto; margin-right: auto; border: none;"> <tr> <td style="text-align: center;">Not Evident</td> <td style="text-align: center;">Limited Evidence</td> <td style="text-align: center;">Meets Criteria</td> <td style="text-align: center;">Exceeds Criteria</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table>	Not Evident	Limited Evidence	Meets Criteria	Exceeds Criteria	1	2	3	4
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	<p>2. The program makes connections within mathematics and between disciplines. The program approaches mathematics as a whole. Concepts, procedures, and intellectual processes are interrelated through specific instructional activities designed to connect ideas and procedures among the different mathematical topics, with other content areas and to life situations.</p> <p>Comments:</p> <table style="margin-left: auto; margin-right: auto; border: none;"> <tr> <td style="text-align: center;">Not Evident</td> <td style="text-align: center;">Limited Evidence</td> <td style="text-align: center;">Meets Criteria</td> <td style="text-align: center;">Exceeds Criteria</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table>	Not Evident	Limited Evidence	Meets Criteria	Exceeds Criteria	1	2	3	4
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	<p>3. Mathematics as communication and representation are built into the program. Students have many opportunities to develop appropriate mathematical vocabulary and use language to communicate their mathematical ideas. The program asks students to explain, conjecture, and defend their ideas orally and in writing. As students mature and develop, the program expects students’ mathematical communication to become more formal and symbolic. The student is asked to form multiple representations of ideas, express relationships within and among representations systems, and formulate generalizations. The program asks students to create and use representations to organize, record, and communicate mathematic ideas.</p> <p>Comments:</p> <table style="margin-left: auto; margin-right: auto; border: none;"> <tr> <td style="text-align: center;">Not Evident</td> <td style="text-align: center;">Limited Evidence</td> <td style="text-align: center;">Meets Criteria</td> <td style="text-align: center;">Exceeds Criteria</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table>	Not Evident	Limited Evidence	Meets Criteria	Exceeds Criteria	1	2	3	4
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<p>Category 1 (continued): MATHEMATICS CONTENT & PROCESSES</p>	<p>4. Mathematics as reasoning and proof is built into the program. Throughout the program, students are asked to explain and justify their thinking and to question the statements of other students and the teacher. As student mature, the program asks students to do both inductive and deductive reasoning. In Grades 9-12, the program expects mathematically mature students to use informal and formal arguments to support conclusions.</p> <p>Comments:</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Not Evident</td> <td style="text-align: center;">Limited Evidence</td> <td style="text-align: center;">Meets Criteria</td> <td style="text-align: center;">Exceeds Criteria</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table>	Not Evident	Limited Evidence	Meets Criteria	Exceeds Criteria	1	2	3	4																
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<p>Category 2 INSTRUCTIONAL DESIGN</p> <p><i>The program is designed in cohesive units that build on one another over time.</i></p>	<p>1. The program’s learning goals are clear and explicitly stated and the students are asked to work on worthwhile mathematical tasks. The math content goals are readily accessible to the teacher. The tasks do not separate mathematical thinking from mathematical concepts or skills; they capture students’ curiosity and invite them to speculate and to pursue their hunches. Many tasks require that student reason about different strategies and outcomes, weigh the pros and cons of alternatives, and pursue particular paths.</p> <p>Comments:</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Not Evident</td> <td style="text-align: center;">Limited Evidence</td> <td style="text-align: center;">Meets Criteria</td> <td style="text-align: center;">Exceeds Criteria</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table> <p>2. The program is coherent: its instructional design attends to students’ prior knowledge. The program establishes routines that are consistent through the grades. It builds deep understanding either through modules, that include lessons, activities, and project that are multi-days, or through a spiral that repeatedly exposes students to concepts over time. The emphasis is on connections between mathematical concepts. Lessons promote the attainment of several, rather than just one, instructional objective.</p> <p>Comments:</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Not Evident</td> <td style="text-align: center;">Limited Evidence</td> <td style="text-align: center;">Meets Criteria</td> <td style="text-align: center;">Exceeds Criteria</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table> <p>3. The program provides extensive use of open-ended, free response, questions. The program provides real-world situations with multiple entry points into approaching problem; Questions are scaffolded to provide access for students at multiple levels of understanding; a variety of strategies can be used to approach and solve the problem. Solution methods are not immediately apparent, but require extended thought.</p> <p>Comments:</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Not Evident</td> <td style="text-align: center;">Limited Evidence</td> <td style="text-align: center;">Meets Criteria</td> <td style="text-align: center;">Exceeds Criteria</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table>	Not Evident	Limited Evidence	Meets Criteria	Exceeds Criteria	1	2	3	4	Not Evident	Limited Evidence	Meets Criteria	Exceeds Criteria	1	2	3	4	Not Evident	Limited Evidence	Meets Criteria	Exceeds Criteria	1	2	3	4
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<p>Category 2 (continued): INSTRUCTIONAL DESIGN</p>	<p>4. The instructional materials incorporate calculators, computers and/or other technology into the program as tools for student to use to do mathematics. The program is designed with the expectation that calculators are available to all students and that all students have access to a computer for individual and group work. Comments:</p>	<p>Not Evident 1</p>	<p>Limited Evidence 2</p>	<p>Meets Criteria 3</p>	<p>Exceeds Criteria 4</p>
	<p>5. The program is appropriate for all students. All students are expected to encounter typical problem situations related to important mathematical topics. All students are expected to experience mathematics in the context of the broad rich curriculum described in the K-8 Standards. However, the program recognizes that students will differ in the vocabulary or notations used, the complexity of their argument, and so forth. In grades 9-12, all students participate in the core program, with explicit differentiation in terms of depth and breadth of treatment and the nature of applications for mathematically mature students. Comments:</p>	<p>Not Evident 1</p>	<p>Limited Evidence 2</p>	<p>Meets Criteria 3</p>	<p>Exceeds Criteria 4</p>
	<p>6. The program provides differentiated instructional strategies to address diverse learning needs (i.e., ELL and SPED). Comments:</p>	<p>Not Evident 1</p>	<p>Limited Evidence 2</p>	<p>Meets Criteria 3</p>	<p>Exceeds Criteria 4</p>
	<p>7. The program supports learning at home. The program offers resources for teachers to communicate instructional goals to parents and help them understand the difference between problem solving and answer getting and offers suggestions for how to help their children with mathematics homework. Homework assignments support classroom learning. Homework assignments extend concepts in the real world, for example, gathering data at home. Comments:</p>	<p>Not Evident 1</p>	<p>Limited Evidence 2</p>	<p>Meets Criteria 3</p>	<p>Exceeds Criteria 4</p>

<p>Category 3</p> <p>STUDENT EXPERIENCES</p> <p><i>The program emphasizes students doing rather than memorizing mathematics. Students are actively involved with mathematics.</i></p>	<p>1. The program is designed so that students are active learners. Students are encouraged to explore and investigate mathematical ideas. They are expected to read, write, and discuss mathematics. The program asks students to conjecture, test, and build arguments about a conjecture’s validity. Students are asked to reason about different strategies and outcomes, weight the pros and cons of alternatives and pursue varied paths when working on tasks. Students are expected to work in group and on individual projects and assignments.</p>								
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<p>2. The program is designed for students to construct their own understanding of mathematics. The program recognizes that students approach a new task with prior knowledge and encourages student to use natural language and informal processes.</p>									
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<p>3. The program asks students to engage in mathematical discourse. The materials ask students to talk with one another, as well as respond to the teacher. Students are expected to make public conjectures and reason with others about mathematics. Students are asked to clarify and justify their ideas orally and in writing.</p>									
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<p>4. Manipulatives and/or technology are provided to explore mathematical ideas, model mathematical situations, analyze data, calculate numerical results and solve problems. Generally students decide what tools to use and when to use them.</p>									
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<p>Category 3 (continued): STUDENT EXPERIENCES</p>	<p>5. Students are expected to determine when they need to calculate in a problem and whether they require an exact or approximate answer. Students are expected to choose an appropriate procedure when calculating, whether it is using paper-and-pencil, mental calculation, or a calculator. Comments:</p> <table border="0"> <tr> <td></td> <td style="text-align: center;">Not Evident</td> <td style="text-align: center;">Limited Evidence</td> <td style="text-align: center;">Meets Criteria</td> <td style="text-align: center;">Exceeds Criteria</td> </tr> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table> <p>6. Students are expected to reflect on, make judgments about, and report on their own thought process, problem solving attempts, and performance. Students are asked to do self-assessment on their strategy for approaching the problem and the reasonableness and completeness of their solutions. Comments:</p> <table border="0"> <tr> <td></td> <td style="text-align: center;">Not Evident</td> <td style="text-align: center;">Limited Evidence</td> <td style="text-align: center;">Meets Criteria</td> <td style="text-align: center;">Exceeds Criteria</td> </tr> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table> <p>7. Students' materials are user-friendly. The program is at the appropriate level for students to read. Textual materials are generally well organized and attractive. There is appropriate use of font size and format for intended grade level, appropriate and varied pictures, tables, and graphs. Key words or phrases boldfaced and/or italicized. Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students. Comments:</p> <table border="0"> <tr> <td></td> <td style="text-align: center;">Not Evident</td> <td style="text-align: center;">Limited Evidence</td> <td style="text-align: center;">Meets Criteria</td> <td style="text-align: center;">Exceeds Criteria</td> </tr> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table>		Not Evident	Limited Evidence	Meets Criteria	Exceeds Criteria		1	2	3	4		Not Evident	Limited Evidence	Meets Criteria	Exceeds Criteria		1	2	3	4		Not Evident	Limited Evidence	Meets Criteria	Exceeds Criteria		1	2	3	4
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<p>Category 4 TEACHER ROLE</p> <p><i>The instructional materials provide suggestions to teachers to assist them in shifting toward the vision of teaching presented by the Standards.</i></p>	<p>1. The instructional materials provide suggestions to teachers so that in tasks and lessons teachers can help students to:</p> <ul style="list-style-type: none"> • work together to make sense of mathematics • rely more on themselves to determine whether something is mathematically correct • reason mathematically • learn to conjecture, invent, and solve problems • connect mathematics, its ideas, and its applications to other topics within mathematics and to other disciplines. <p>Comments:</p> <table border="0"> <tr> <td></td> <td style="text-align: center;">Not Evident</td> <td style="text-align: center;">Limited Evidence</td> <td style="text-align: center;">Meets Criteria</td> <td style="text-align: center;">Exceeds Criteria</td> </tr> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table> <p>2. The instructional materials provide suggestions for teachers in initiating and orchestrating mathematical discourse. The materials suggest questions that elicit, engage and challenge students' thinking. Teachers are encouraged to regularly follow students' statements with 'Why?' and 'What if?' Also, teachers are requested to ask students to explain their thinking and reasoning. Comments:</p> <table border="0"> <tr> <td></td> <td style="text-align: center;">Not Evident</td> <td style="text-align: center;">Limited Evidence</td> <td style="text-align: center;">Meets Criteria</td> <td style="text-align: center;">Exceeds Criteria</td> </tr> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table>		Not Evident	Limited Evidence	Meets Criteria	Exceeds Criteria		1	2	3	4		Not Evident	Limited Evidence	Meets Criteria	Exceeds Criteria		1	2	3	4										
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<p>Category 4 (continued): TEACHER ROLE</p>	<p>3. The instructional materials provide assistance to teachers to facilitate learning by all students Suggestions are provided on how to use a variety of methods so that all students can contribute to the thinking of the class. Students are expected to express themselves in writing and pictorially, concretely and representationally, as well as orally. The program encourages teachers to accept and respect the thinking of all students by providing examples of how to probe students’ thinking and encourage students to follow and understand each other’ approaches and ideas. Comments:</p> <table border="0"> <tr> <td style="text-align: center;">Not Evident</td> <td style="text-align: center;">Limited Evidence</td> <td style="text-align: center;">Meets Criteria</td> <td style="text-align: center;">Exceeds Criteria</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table> <p>4. The instructional materials provide suggestions to teachers for establishing a student centered classroom learning environment. Teachers are provided suggestions on how to:</p> <ul style="list-style-type: none"> • structure the time so students can grapple with significant mathematical ideas and problems • use physical space and materials in ways that facilitates student learning • assist students to work together collaboratively, as well as independently. <p>Comments:</p> <table border="0"> <tr> <td style="text-align: center;">Not Evident</td> <td style="text-align: center;">Limited Evidence</td> <td style="text-align: center;">Meets Criteria</td> <td style="text-align: center;">Exceeds Criteria</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table> <p>5. The instructional materials provide suggestions to teachers to help them reflect on what happened in the classroom so that they can adjust or adapt their teaching plans. Teachers are provided suggestions on how to observe, listen to, and gather other information so they can assess and monitor student learning. Teachers also are provided suggestions on how to examine the effect of the task, discourse, and learning environment in promoting students’ understanding of mathematics. Comments:</p> <table border="0"> <tr> <td style="text-align: center;">Not Evident</td> <td style="text-align: center;">Limited Evidence</td> <td style="text-align: center;">Meets Criteria</td> <td style="text-align: center;">Exceeds Criteria</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table>	Not Evident	Limited Evidence	Meets Criteria	Exceeds Criteria	1	2	3	4	Not Evident	Limited Evidence	Meets Criteria	Exceeds Criteria	1	2	3	4	Not Evident	Limited Evidence	Meets Criteria	Exceeds Criteria	1	2	3	4
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<p>Category 5 ASSESSMENT</p> <p><i>The student assessment in the instructional material provides teacher with information about what their students know and how they think about mathematics.</i></p>	<p>1. Student assessment integrates content and process standards into the instructional program. Assessment activities are similar to learning activities. Assessment activities examine the extent to which students have integrated and made sense of information, whether they can apply it to situations that require reasoning and creative thinking, and whether they can use mathematics to communicate their ideas. Comments:</p> <table border="0"> <tr> <td style="text-align: center;">Not Evident</td> <td style="text-align: center;">Limited Evidence</td> <td style="text-align: center;">Meets Criteria</td> <td style="text-align: center;">Exceeds Criteria</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table> <p>2. Multiple means of assessment are used, informal as well as formal. Suggestions are provided for assessing students, individually or in small groups, through observations, oral and written work, student demonstrations or presentations, and student self-assessment. Assessment is built into instructional materials as a continuous dynamic and often informal process. Comments:</p> <table border="0"> <tr> <td style="text-align: center;">Not Evident</td> <td style="text-align: center;">Limited Evidence</td> <td style="text-align: center;">Meets Criteria</td> <td style="text-align: center;">Exceeds Criteria</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table>	Not Evident	Limited Evidence	Meets Criteria	Exceeds Criteria	1	2	3	4	Not Evident	Limited Evidence	Meets Criteria	Exceeds Criteria	1	2	3	4								
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<p>Category 5 (continued): ASSESSMENT</p>	<p>3. Assessment tasks include connections between mathematical ideas. Rich mathematical tasks, with connections between concepts are used to assess. Assessment is not of separate or isolated competencies, although one aspect of mathematical knowledge might be emphasized more than another in a particular assessment.</p> <p>Comments:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Not Evident</td> <td style="text-align: center;">Limited Evidence</td> <td style="text-align: center;">Meets Criteria</td> <td style="text-align: center;">Exceeds Criteria</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table> <p>4. Conceptual understanding and procedural knowledge are frequently assessed through tasks that ask students to apply information about a given concept in novel situations.</p> <p>Comments:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Not Evident</td> <td style="text-align: center;">Limited Evidence</td> <td style="text-align: center;">Meets Criteria</td> <td style="text-align: center;">Exceeds Criteria</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table>	Not Evident	Limited Evidence	Meets Criteria	Exceeds Criteria	1	2	3	4	Not Evident	Limited Evidence	Meets Criteria	Exceeds Criteria	1	2	3	4
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<p>Other Considerations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> What is the cost of the program (student and teacher materials and resources)? <input type="checkbox"/> What are the recurring costs of the programs (e.g., manipulatives, workbooks, batteries) <input type="checkbox"/> What are the ancillary materials and technological tools needed to support the curriculum resource? <input type="checkbox"/> What are the scheduling requirements for the program? <input type="checkbox"/> What professional development is required for effective implementation? <input type="checkbox"/> What professional development does the publisher provide? What is the cost to the district? What is the cost to the publisher? <input type="checkbox"/> Is the full program available in Spanish? 																

COMMENTS:

TOTAL SCORE _____
(Please also record **Total Score** on 1st page)