

Mathematically Connected Communities (MC²)

K-12 Mathematics-Instructional Materials Evaluation Rubric Short Form*

Date: _____

Your Name: _____ District: _____ Position: _____

Publisher: _____ Grade Level: _____

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

Rate the program on each criterion by placing an X in the appropriate box.

Program's Content Criteria	Rating			
Category 1 – Mathematics Content Processes	1	2	3	4
1. Reflects problem solving nature of mathematics & thinking that mathematicians use.....				
2. Makes connections within mathematics and between disciplines.....				
3. Incorporates mathematics as communication and representation into the program.				
4. Incorporates mathematics as reasoning and proof into the program.				
Scoring Rationale:				
Category 2 – Instructional Design	1	2	3	4
1. States learning goals clearly and explicitly and students are asked to work on worthwhile mathematical tasks.				
2. Is coherent and attends to students' prior knowledge.				
3. Provides extensive use of open-ended, free response, questions.				
4. Incorporates calculators, computers and/or other technology into the program as tools for students to use to do mathematics.				
5. Is appropriate for <i>all</i> students.				
6. Provides differentiated instructional strategies to address diverse learning needs (i.e., ELL and SPED).				
7. Supports learning at home.				
Scoring Rationale:				
Category 3 – Student Experiences	1	2	3	4
1. Designed so students are active learners.				
2. Designed for students to construct their own understanding of mathematics.				
3. Asks students to engage in mathematical discourse.				
4. Provides manipulatives and/or technology to explore mathematical ideas, model mathematical situations, analyze data, calculate numerical results and solve problems.				

* This CONDENSED form must be used with the *MC² K-12 Mathematics-Instructional Materials Evaluation Rubric* document.
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Category 3 – Student Experiences (continued):	1	2	3	4
5. Expects students to determine when they need to calculate in a problem and whether they require an exact or approximate answer.				
6. Expects students to reflect on, make judgments about, and report on their own thought process, problem solving attempts, and performance.				
7. Provides user-friendly students' materials				
Scoring Rationale:				
Category 4 – Teacher Role: Instructional Materials	1	2	3	4
1. Provide suggestions to teachers so that in tasks and lessons teachers can help students.				
2. Provide suggestions for teachers in initiating and orchestrating mathematical discourse.				
3. Provide assistance to teachers to facilitate learning by all students.				
4. Provide suggestions to teachers for establishing a student centered classroom learning environment.				
5. Provide suggestions to teachers to help them reflect on what happened in the classroom so that they can adjust or adapt their teaching plans.				
Scoring Rationale:				
Category 5 – Assessment	1	2	3	4
1. Integrates content and process standards into the instructional program				
2. Uses multiple means of assessment, informal as well as formal				
3. Includes assessment tasks making connections between mathematical ideas.				
4. Assesses conceptual understanding and procedural knowledge frequently through tasks that ask students to apply information about a given concept in novel situations.				
Scoring Rationale:				
Total Score _____				
Comments:				