

Seattle Public Schools High School Mathematics Materials Adoption (2008-2009) Comprehensive Screening Tool

Adoption Committee Member _____

Program: ___ Material A ___ Material B ___ Material C

Key: E = Excellent; G = Good; F = Fair; P = Poor

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

	Assessment	E	G	F	P	Evidence
1	The program's assessments include attention to conceptual understanding and higher-level thinking.					
2	The program provides a means for self-assessment – for students to assess their own learning and understanding.					
3	The program provides for frequent, easily administered, and easily evaluated monitoring of students' learning that is integrated into the instructional program (including scoring rubrics where appropriate).					
4	The program includes frequent formal and informal assessments with multiple purposes (i.e. formative, summative, and diagnostic) that enable teachers to understand students' progress and achievement from a variety of perspectives.					
5	The program offers multiple question formats to demonstrate conceptual understanding and computational fluency. For example: multiple choice, open ended, short answer, and extended response.					

	Content	E	G	F	P	Evidence
1	(CORE ONLY) The program is comprehensive and includes the mathematics content, vocabulary, processes, and cognitive demand emphasized in the Washington State Mathematics standards.					Minimum standard required.
1	(ADVANCED) The program is comprehensive and includes the mathematics content, vocabulary, processes, and cognitive demand emphasized in the AP/College Board standards.					Minimum standard required.
2	The program contains an appropriate balance of skill building, conceptual understanding, and application.					
3	The program is well-sequenced across grade levels (i.e. the order makes sense and includes opportunities for using previously learned concepts and skills across grade levels.)					
4	The program provides ample practice and review.					
5	Mathematics as problem solving is an integrated part of the program at all levels.					
6	Mathematics connections are clear and relate to the real world and to other disciplines.					
7	The program includes activities that allow for the in-depth exploration of mathematical concepts, starting at an appropriate level and progressing in difficulty.					
8	Mathematics as reasoning is an integrated part of the program at all levels.					

	Pedagogy	E	G	F	P	Evidence
1	The program promotes active learning by students through the use of manipulatives, technology, meaningful investigations, use of visual models, and written assignments.					
2	The program helps students learn through a variety of strategies and approaches.					
3	The program fosters learning of math concepts through a balanced approach of problem solving and skill practice.					
4	The program includes opportunities for mathematical communication and interaction in the classroom.					
5	Students are given the opportunity to develop their own understanding of the mathematics.					

	Student Needs*	E	G	F	P	Evidence
1	The program is accessible by and supports learning for all students, regardless of their ability level, culture, learning style or socio-economic level.					
2	The program asks students to work on meaningful mathematical tasks.					
3	The program is aligned with the Seattle Public Schools' criteria for culturally responsive instructional materials. (See: Culturally Responsive Instruction attachment.)					Minimum standard required.
4	Students have sufficient time to explore and investigate in-depth major mathematical ideas.					
5	The instructional materials prepare students for further study in mathematics both as a theoretical subject and an applied subject in mathematics and other fields.					
6	Student materials are a good resource and reference for independent learning, providing supports, e.g., clear explanations, examples, answers in back of book, user-friendly format, pictures related to problems, a glossary, and an index.					
*Additional student needs criteria are addressed in content and pedagogy.						

	Teacher Tools & Resources	E	G	F	P	Evidence
1	The teacher's guides are user-friendly with accessible lay-out and easy to understand instructions.					
2	The teacher support materials provide guidance in how to effectively present the lessons and engage all students in learning and mathematics.					
3	The teacher's guides help teachers clarify and enhance their own understanding of mathematical concepts.					
4	The program includes extensive and comprehensive support materials (e.g. test banks and practice banks).					
5	The program includes resources for differentiating instruction to address the learning needs of all students including Special Education, English Language Learners and Advanced Learners.					Minimum standard required.
6	The teacher support materials include a solution key that shows steps for solving complex problems.					
7	The program includes meaningful technology resources such as dynamic visual models, test banks for personal response systems, on-line texts and support materials, and self-scoring assessments.					

Based on your assessment, how would you rank the overall quality of the program?

Category	Excellent	Good	Fair	Poor
Assessment				
Content				
Pedagogy				
Student Needs				
Teacher Tools & Resources				

Additional Comments: