Instructional Materials Evaluation Criteria - Mathematics

Title _____ **ISBN#** _____

Curriculum	3	2	1	0	Rating
Meets Core Standards and Objectives	100% of the course standards are included. Objectives in instructional materials are clearly stated with measurable outcomes.	85% of the course standards are covered. Objectives in instructional materials are clearly stated with measurable outcomes.	50% of the course standards are covered.	Less than half of the course standards are covered.	
Content	Information is mathematically accurate, represents current research in mathematics, and includes contemporary applications.	Information is mathematically accurate but represents dated mathematical material and contrived applications.	Information is mathematically questionable, representations are dated, and applications are contrived.	Information is mathematically questionable and lacking in application.	
Covers Standards for Mathematical Practice	Materials support and encourage students in the Standards for Mathematical Practice as outlined in the Utah Core.	Materials provide a range of activities with set outcomes, affording some opportunity to engage in the Standards for Mathematical Practice.	Practice Standards are mentioned but not incorporated into instructional process. Materials provide a set of explicit step-by-step instructions with limited opportunity to engage in the Standards for Mathematical Practice.	No hands-on activities. No attention is paid to the Standards for Mathematical Practice.	
Age Appropriate	A wide range of activities to accommodate various developmental levels at a reasonable pace and depth of coverage. Includes age appropriate cross-curricular references. Content organized to support learning trajectories.	Some activities are adaptable to the appropriate age level. Some cross-curricular activities are given. Some attention given to prerequisite skills and knowledge.	Limited developmentally appropriate activities. Prerequisite skills and prior knowledge are not sufficiently developed before more complex concepts are introduced.	Age appropriate issues are not addressed. Several activities are not based on appropriate levels.	
Pedagogically Sound	Facilitates a wide range of teacher and student activities that reflect various learning styles and individual needs of students. Includes a wide variety of pedagogical strategies for flexible grouping and instruction.	Encourages and assists teachers in addressing learning styles and individual needs of students. Includes various pedagogical strategies for flexible grouping and instruction.	Addresses differences in learning and teaching to a limited degree. Includes some pedagogical strategies for flexible grouping and instruction.	Hinders effective pedagogy.	

Physical Qualities	**3**	**2**	**1**	**0**	**N/A**
Durability	Materials are durable, easily stored, transported, and are universally accessible. Materials can be easily updated and adapted to match the resources of the school.	Materials are durable and easily stored. May be difficult to transport. Are universally accessible. Materials cannot be easily updated or adapted to match the resources of the school.	Materials are durable and universally accessible. May be difficult to transport or store. There is no means to update or adapt materials.	Materials are not durable, universally accessible, easy to transport or store.	
Representations	Mathematical representations in graphs and tables are accurate and labeled correctly.	There is limited use of mathematical representations other than symbols.	Mathematical representations are poorly labeled or organized and do not facilitate student understanding.	Mathematical representations are inappropriate or insufficient.	
Ancillary Materials	**3**	**2**	**1**	**0**	**N/A**
Teacher Materials	Lesson plans are easy to understand and implement; are clearly written and presented with accurate concepts. A variety of instructional strategies are proposed. .	Most lesson plans are easy to understand and implement; are clearly written and presented with accurate concepts. There is little variety of instructional strategies.	Lesson plans are all organized around a single instructional strategy.	No instructional support is included.	
	Mathematical terms are defined in academic language and appropriately used.	Mathematical terms are defined and appropriately used.	Academic vocabulary is absent. Mathematical terms are poorly defined.	Text lacks mathematical academic language and terminology.	
	Incorporates integration suggestions to other curriculum areas.	Most integration supports other curricular areas.	Some integration support for other curricular areas.	No integration support available.	
	Investigations and problem solving activities focus on demonstrating and discovering mathematical principles in the content area.	Investigations and problem solving activities connect to mathematical principles in the content area.	Investigations and problem solving activities are not related to content area.	Few or no investigative activities.	
	Several ESL strategies and activities that support classroom learning are provided.	Some ESL strategies and activities that support classroom learning are provided.	A few ESL strategies and activities that support classroom learning are provided.	No ESL strategies and activities are provided	

Ancillary Materials cont.	**3**	**2**	**1**	**0**	**N/A**
Student Materials	Investigations and problem solving activities focus on purposeful discovery of mathematical principles to build understanding in the content area.	Investigations and problem solving activities connect to mathematical principles in the content area.	Investigations and problem solving activities do not necessarily lead to building understanding of mathematical principles.	Activities are fun but do not develop mathematical understanding.	
Parent Materials	Daily homework assignments and activities support classroom learning and are written so that parents/guardians can help their children.	Suggested strategies and activities to assist parents/guardians are included by unit.	Limited activities available for parent/guardian use. Homework may be confusing or misleading for parents.	No parent/guardians activities included.	
	Materials to be sent home to parents are available in several languages.	Materials to be sent home to parents are available in one other language.	Materials to be sent home to parents are provided in English only.	No reports or parent materials are available.	
Technology (teachers)	**3**	**2**	**1**	**0**	**N/A**
Ease of Use	User-friendly installation requires a minimal level of computer expertise. Menus and manuals are easy to read and follow.	Installation requires little computer expertise. Menus and manuals are generally easy to read and follow.	Installation requires some computer expertise. Menus and manuals support use but may be difficult to use.	Installation requires extensive computer expertise. Menus are difficult to follow and manuals are not available.	
Enhances learning experience	Materials enhance learning experiences with depth and diversity.	Materials offer some additional depth and diversity to learning experience.	Materials are visually appealing but do not necessarily enhance the learning experience through depth or diversity.	Materials have little potential for impacting the learning experience.	
Technology (students)	**3**	**2**	**1**	**0**	**N/A**
Calculator	Appropriate activities and materials are provided to explore and prove conjectures.	Activities help students learn use to use calculator to explore concepts	Activities to learn to use calculators	No use of calculators or calculators used to check work only.	
Computer	Software allows students to explore and prove mathematical conjectures as well as practice skills.	Software allows students to explore mathematical conjectures as well as practice skills.	Software demonstrates processes for mathematical applications and provides practice for skills.	Drill and practice only	
Universal Access	**3**	**2**	**1**	**0**	**N/A**
Materials provide for universal access	Provides ways to adapt curriculum for all students (e.g., different learning styles, learning difficulties, English language learners, advanced learners.)	Provides some ways to adapt curriculum to meet assessed learning difficulties.	Provides limited strategies to assist learning challenged or high ability students.	Universal access is not addressed.	

Assessment	3	2	1	0	N/A
Provides a variety of assessment options	Multiple measurements of individual student progress occur at regular intervals ensuring success of all students.	Assessment requires students to apply some concepts and occur only at the end of units or chapters.	Assessment requires students to apply few concepts and provides few measures of individual progress.	A single assessment method is used for summative purposes only.	
Assessment tools	Scoring tools and rubrics in assessment package.	Some scoring tools and rubrics provided.	Very few assessment tools are provided.	Answer keys to paper and pencil assessments.	
Assessment alignment to building understanding	Assessments measure what students understand and can do through well designed mathematical tasks and applications.	Assessments measure what students understand through simple mathematical tasks and contrived applications.	Assessments measure what students can do at all depth of knowledge levels.	Assessments measure low levels of depth of knowledge.	