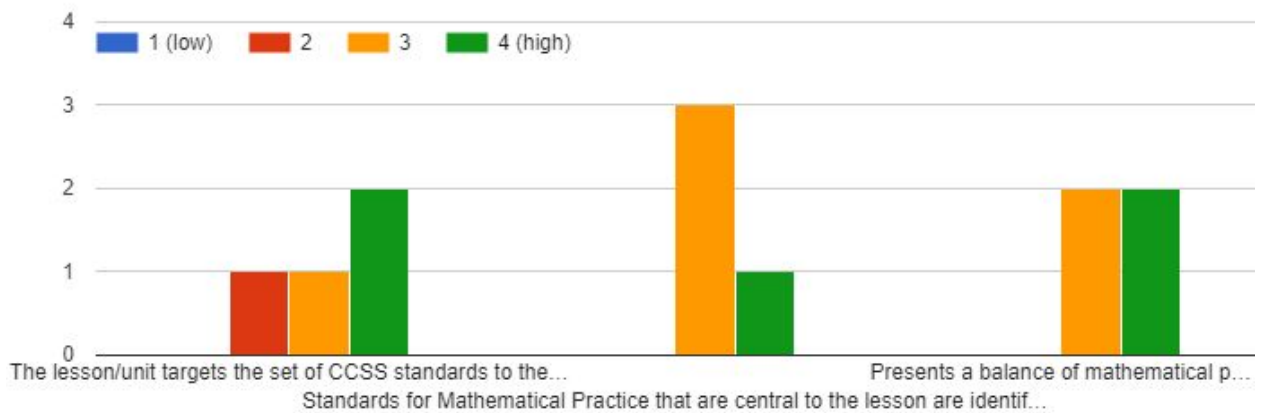


CPM - Curricular Materials Survey Results

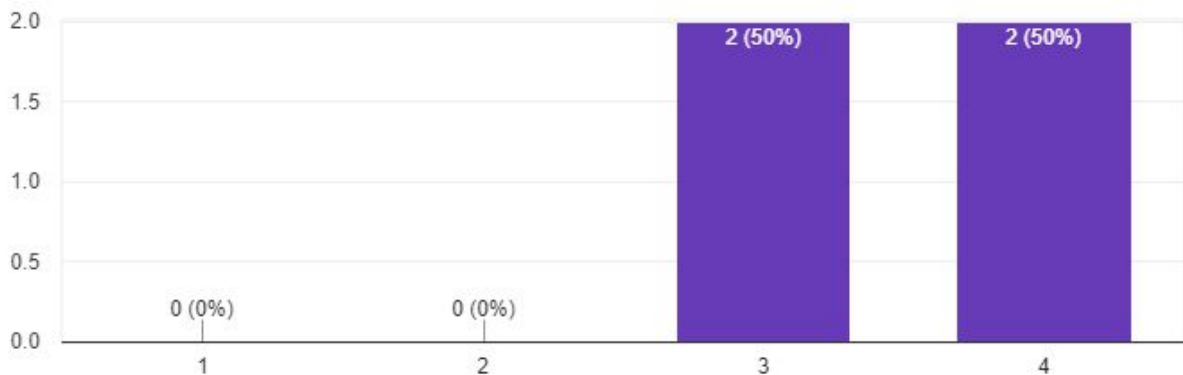
Alignment to the Depth of the CCSS

Provide a score for each from 1 - 4. Be prepared to discuss why you assigned your score for each.



Our overall score for Alignment to the Depth of the CCSS is:

4 responses



We assign this score for Alignment to the Depth of the CCSS because:

The questions are low-threshold, high-ceiling questions and lead to the mathematics that is inherent in the standards.

Notes book had structures. When you put all of the resources together, there is a lot to draw from.

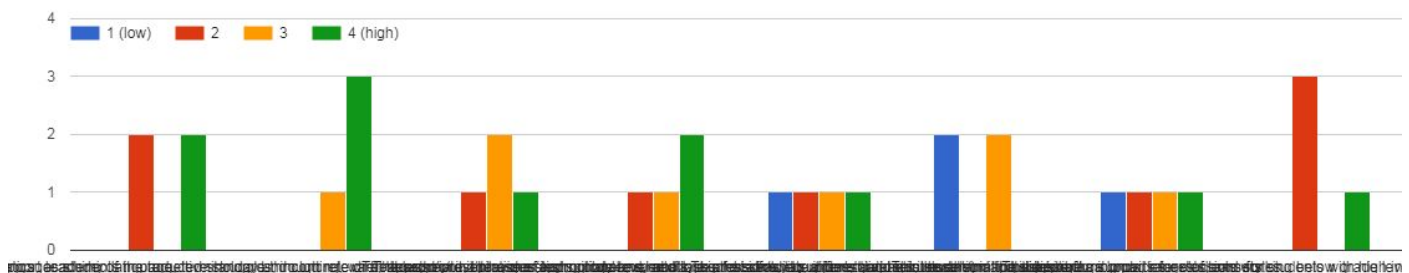
Seems to have a good balance of conceptual understanding and practice.

We didn't find the CCSS explicitly stated, but an attempt at rewording them into friendlier language on the chapter overview page.

You have to include the review/preview for the balance of procedures and conceptual understanding. Without the review/preview there would be little mathematical procedures.

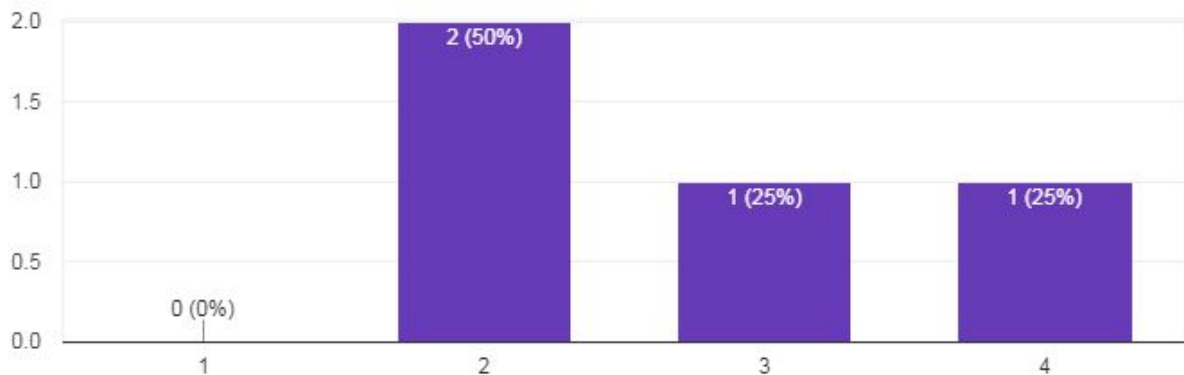
Instructional Supports, part 1

Provide a score for each from 1 - 4. Be prepared to discuss why you assigned your score for each.



Our overall score for Instructional Supports, part 1 is:

4 responses



We assign this score for Instructional Supports, part 1 because:

We do not have enough information about cultural and linguistic diversity. (Good question for the publisher). Instructions support teachers in understanding what to expect from students and suggestions for helping students at the high end and low end with accessing the tasks.

There is rigor in the curriculum. However, there is limited resources for differentiation with lower and ELL students. It is not engaging.

It has good teacher resources, parent resources, and some below grade level resources. Doesn't have much or any for enrichment/above grade level.

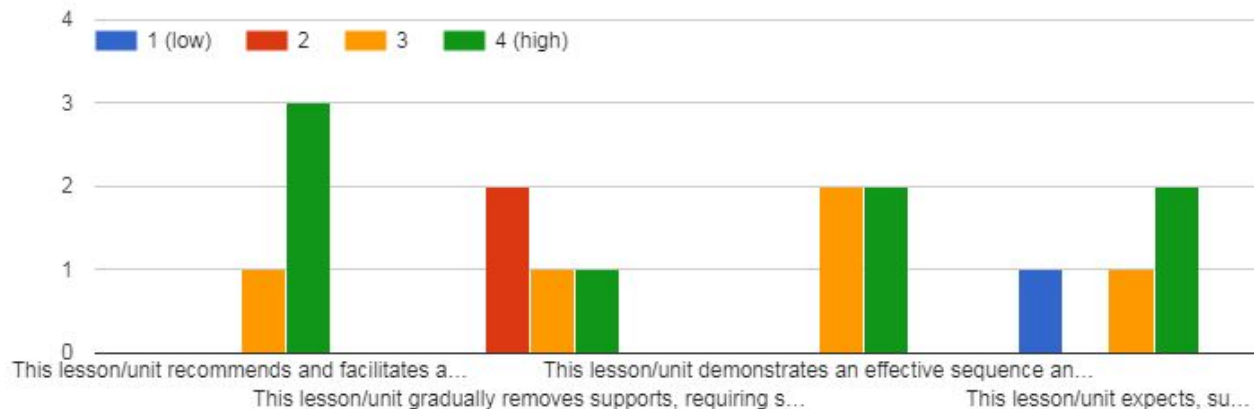
It's not that there isn't information for teaching each lesson, but there is a lot and can potentially be overwhelming for students and teachers. The lesson prep and the lesson itself involve a lot of reading for both teachers and students..

Didn't see technology pieces.

Didn't have enough materials for 6th grade to evaluate scaffolding, differentiation, etc.

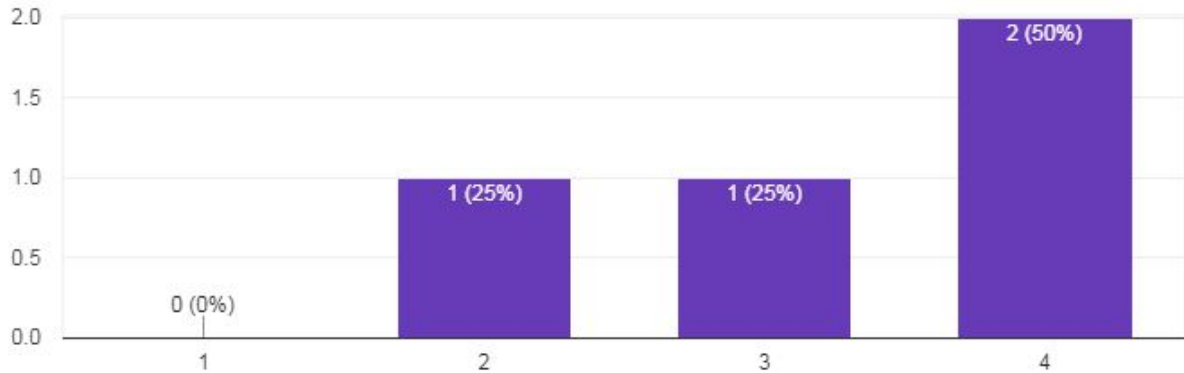
Instructional Supports, part 2

Provide a score for each from 1 (lowest) - 4 (highest). Be prepared to discuss why you assigned your score for each.



Our overall score for Instructional Supports, part 2 is:

4 responses



We assign this score for Instructional Supports, part 1 because:

Tasks incorporate different forms of numbers (fractions, percents,...). Questions progress from easier to harder in both concepts and skills. Students are expected to make sense of the concepts while depending on basic skills to solve the problems.

The units encourage using different teaching methods such as groups, partners, and visual representations. It seems to jump right in to difficult concepts with limited gradual release of responsibilities.

This has a fair amount of group work mixed with some direct instruction. There is skill fluency mixed in and available in the parent guide.

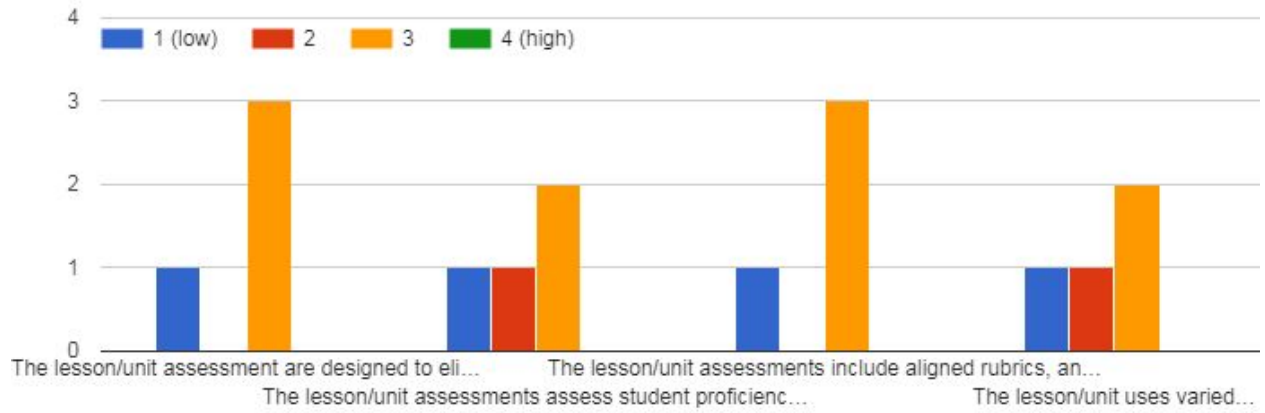
We aren't sure about the amount of time that students are given to independently show mastery in such a group based curriculum.

The eBook with all the links to click would be great. It includes link to homework help for a specific problem as well as a way to review problems from the closures of each chapter.

Would like to see more opportunity for skills practice.

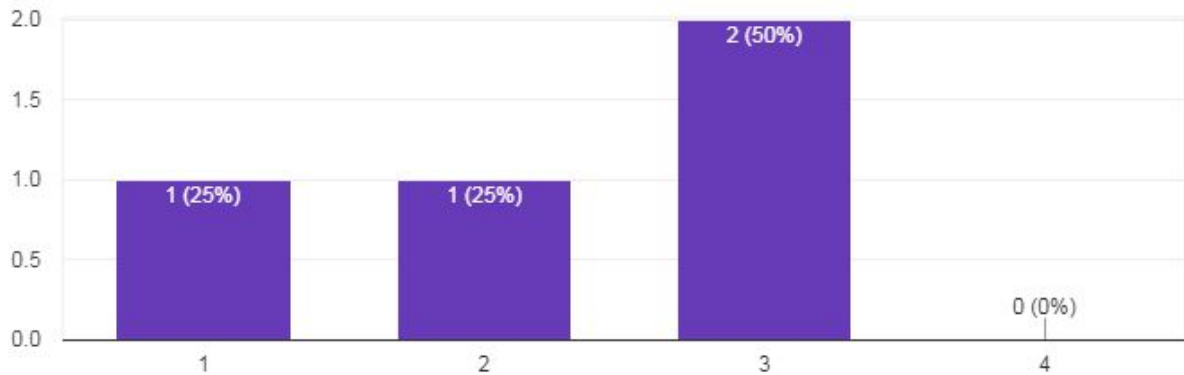
Assessment

Provide a score for each from 1 (lowest) - 4 (highest). Be prepared to discuss why you assigned your score for each.



Our overall score for Assessment is:

4 responses



We assign this score for Assessment because: 4 responses

We do not have access to traditional assessments such as quizzes and tests, but there is an assessment generator. This would be something we would need to discuss with the representative. However, formative assessment is embedded throughout via open-ended tasks. There are check-points In addition, student self-assessment is available in the on-line practice problems, as answers or hints are provided throughout.

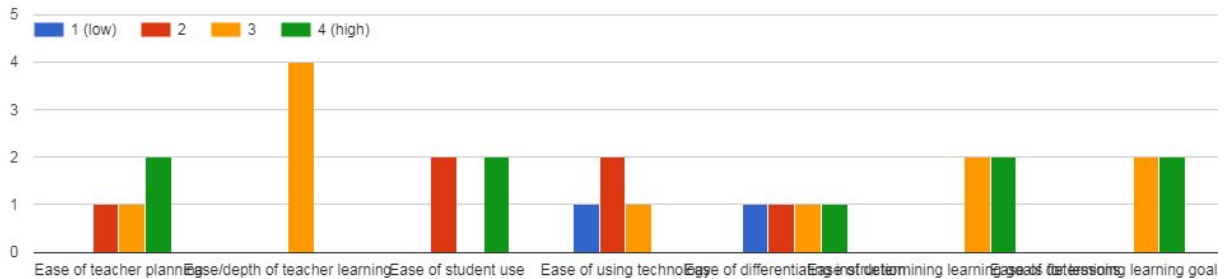
This would be a level three if there were more online assessments and the capacity for a pre-assessment.

N.A. We don't know.

We can't see any assessments.

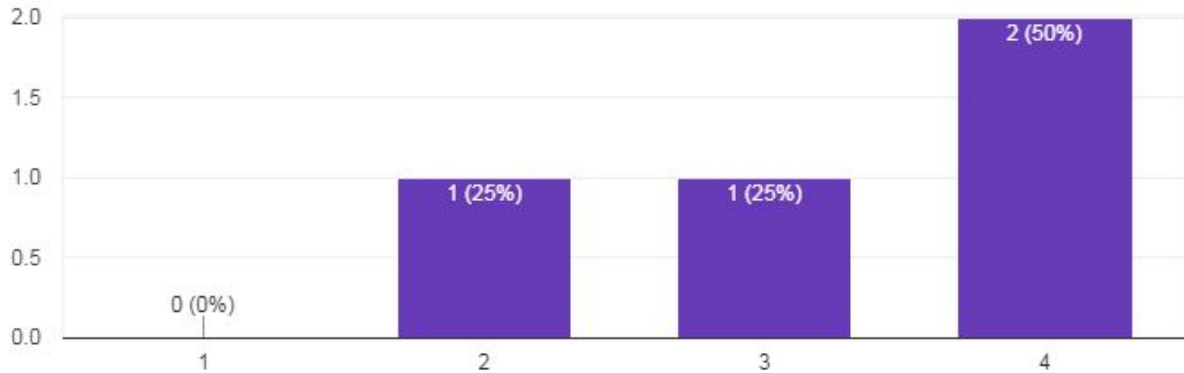
Usability

Provide a score for each from 1 (lowest) - 4 (highest). Be prepared to discuss why you assigned your score for each.



Our overall score for Usability is:

4 responses



We assign this score for Assessment because:

Textbook structure is comfortable. Plenty of support for new teachers. Clearly identifies long-term and short-term learning goals.

Teacher technology necessary and explicit. Needs to be more usable for struggling learners.

This has lots of resources for the teacher and students.(toolkits, graphic organizers, online homework help, etc.)

Easy to go through teacher manual and find where you are, but may be more time consuming to plan on a regular basis (lots of material to read and decipher information/find needed materials)

Good depth for teachers, but may not be easy with so much reading.

Limited access to technology pieces.

The majority of differentiation appears to be in the fact that it's a group based learning curriculum. Low floor-high ceiling. Puzzle problems could be used for differentiation.