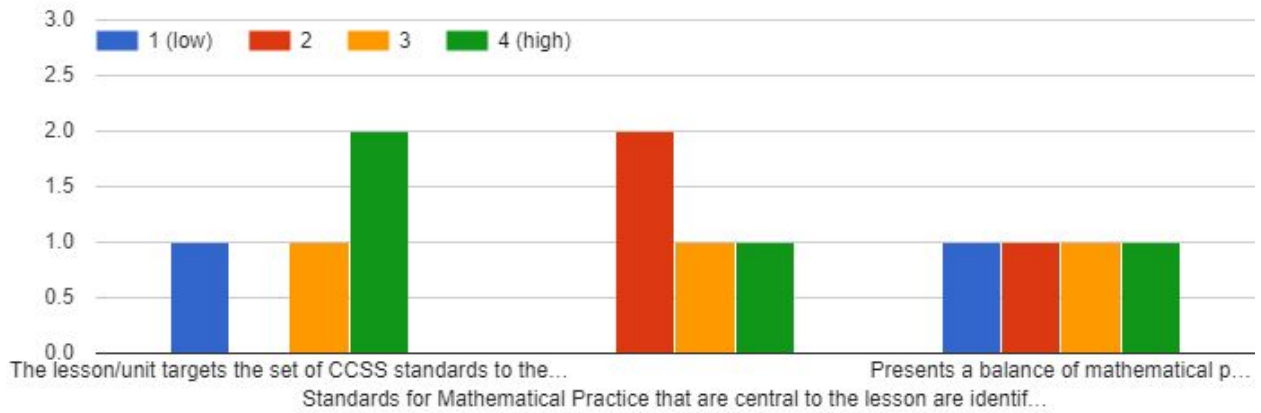


Open Up Resources - Curricular Materials Survey Results

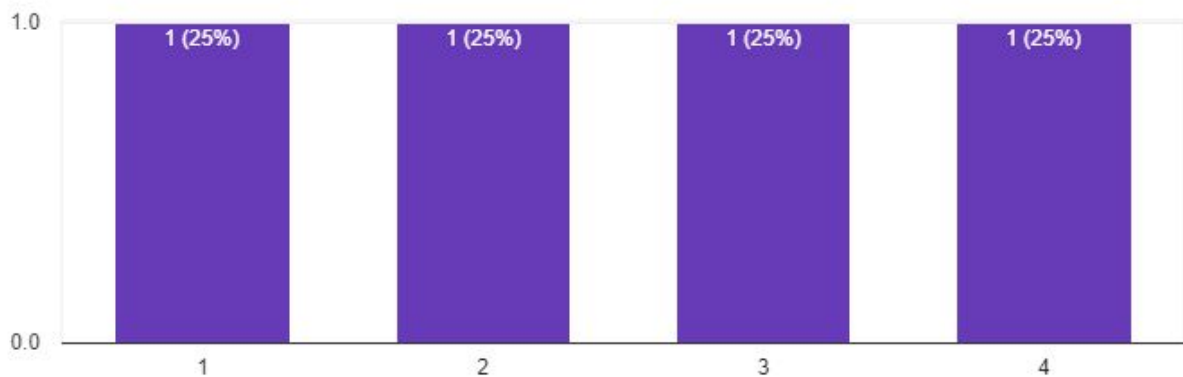
Alignment to the Depth of the CCSS

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:

Very limited practice and assessments. Not much depth.

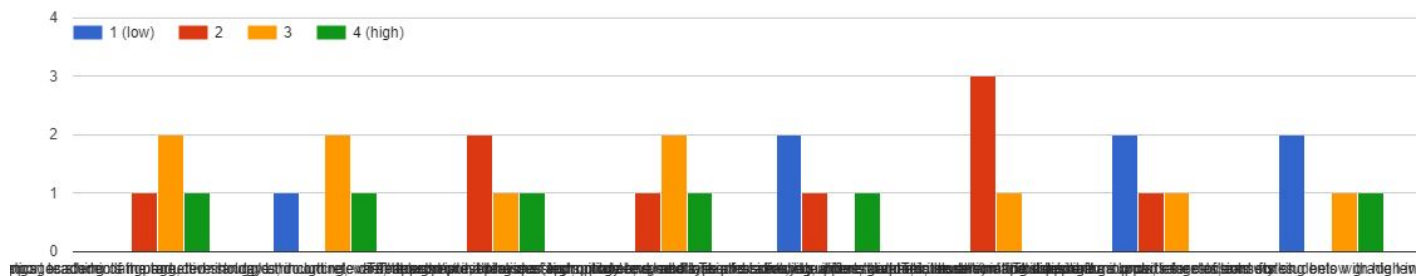
Includes practice problems as well as deep investigations, the investigations lead directly into the common core standards.

Lacking practice problems, much more on the conceptual problems.

Warm-up, activities and cool down that have progressive difficulty.

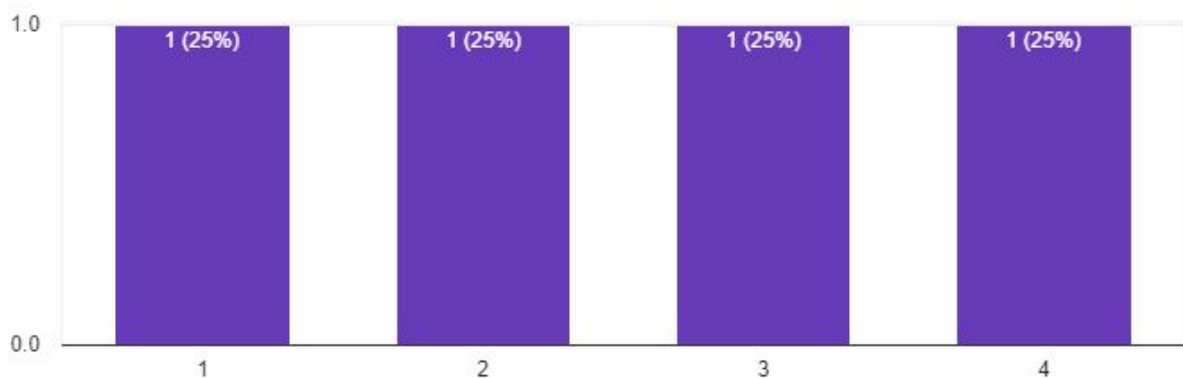
Instructional Supports, part 1

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:

Limited differentiation for higher level learners. Limited depth and scaffolding. Some of the illustrations look like primary school.

"Are you ready for more?" provides extensions for high achieving students at every lesson.

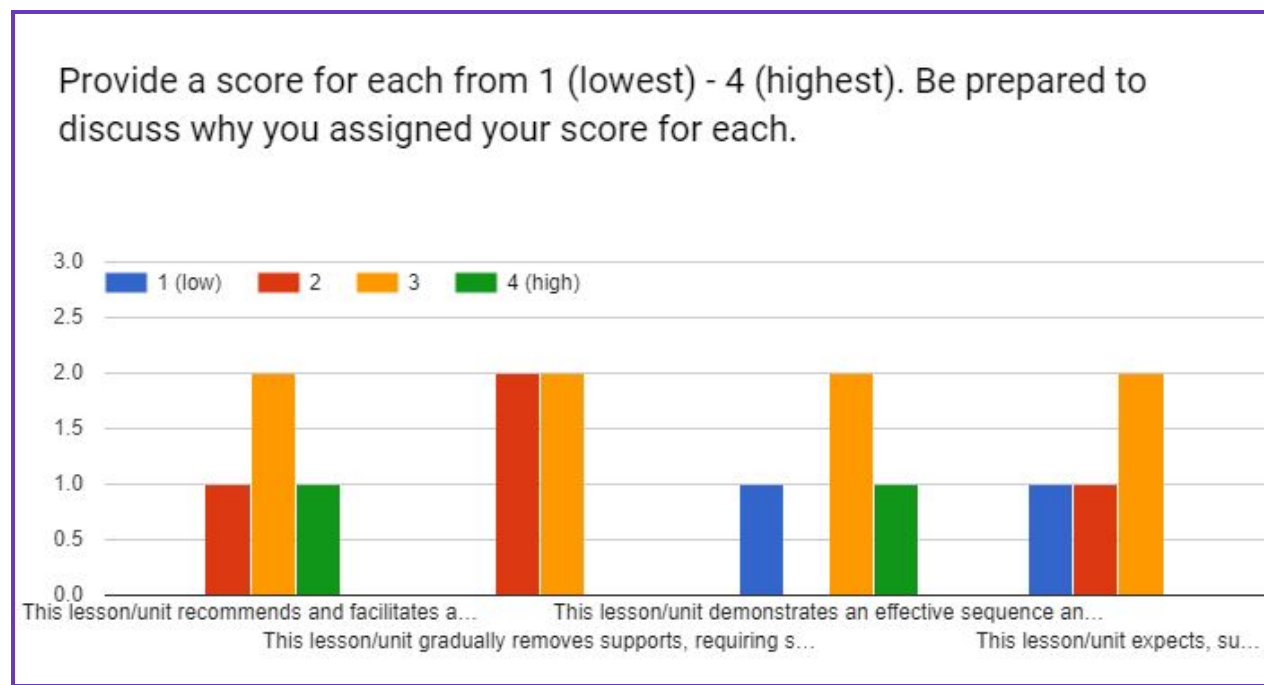
Pre-assessments provide teachers with data to guide instruction for students who are working below grade level, and there are instructions for teachers on how to address student misconceptions. This curriculum provides more instructions for teachers than any other resource we've seen in terms of the mathematics and also the pedagogy (including teaching vocabulary).

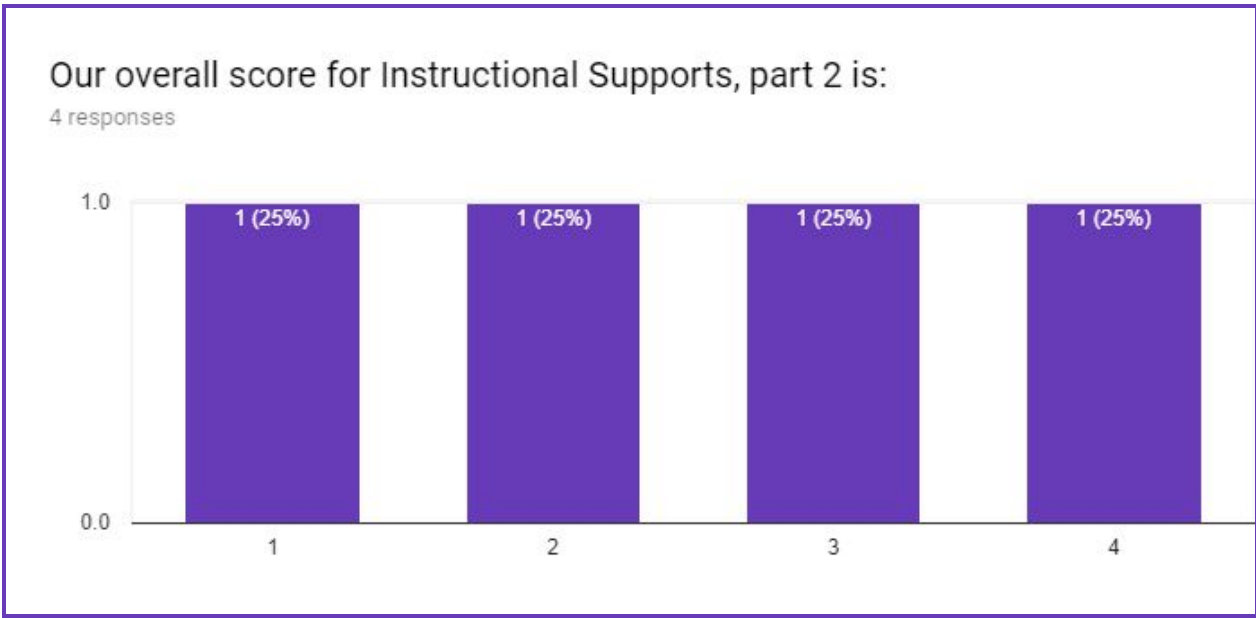
ELL supports claim to be embedded throughout the curriculum and are rarely explicitly stated throughout like supports for students with disabilities.

Not a lot of differentiation for low/high learners.

Some good ideas but lacks in the ELL area.

Instructional Supports, part 2



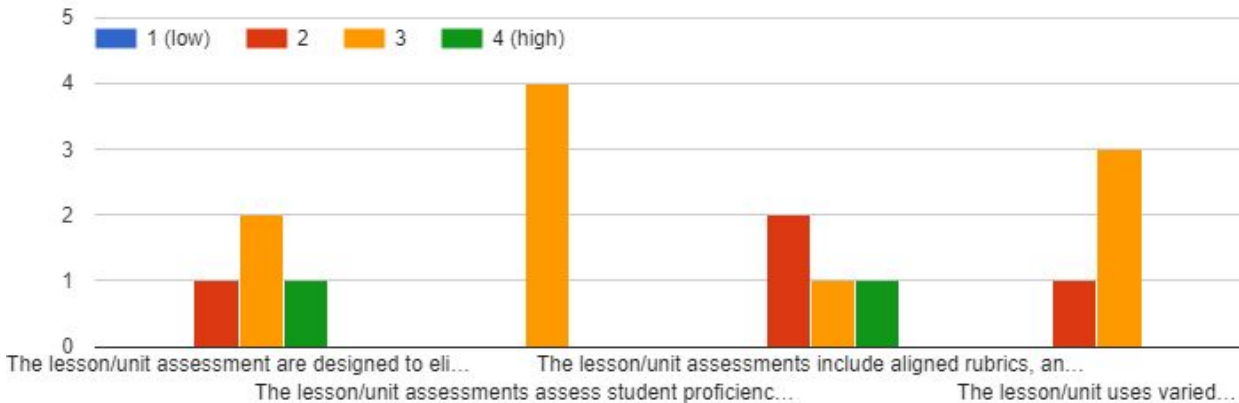


We assign this score for Instructional Supports, part 1 because:

- Lacking procedural skill practice for fluency. Too simplistic.
- The instructions for the teacher on how to support students in different ways is very strong.
- The supports appear to be removed more throughout the unit than individual lessons.
- Some good ideas but could be better.

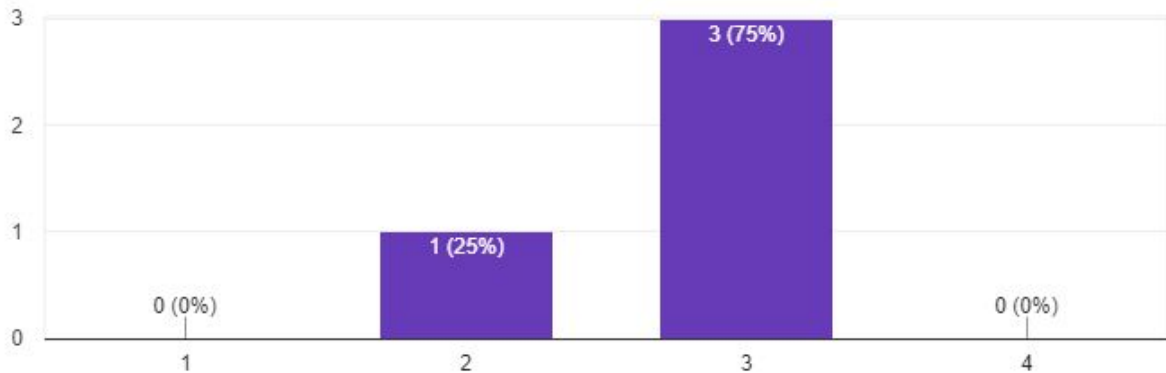
Assessment

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:

The lesson include assessments but they are not substantial.

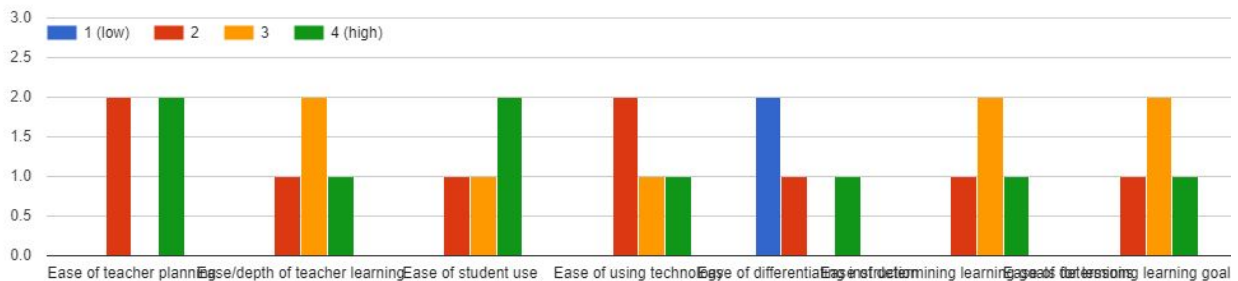
There is only one version of the unit assessment. However, the tasks are very rich so formative assessment and student self-assessment are deep, providing more insight into student thinking than most of the other resources we've observed. It would be nice to have multiple versions of each assessment, so if we choose this we might want to focus on developing a bank of these, possibly computer-scored.

Each unit has a pre and post assessment, some have a mid assessment as well.

Most tests are multiple choice.

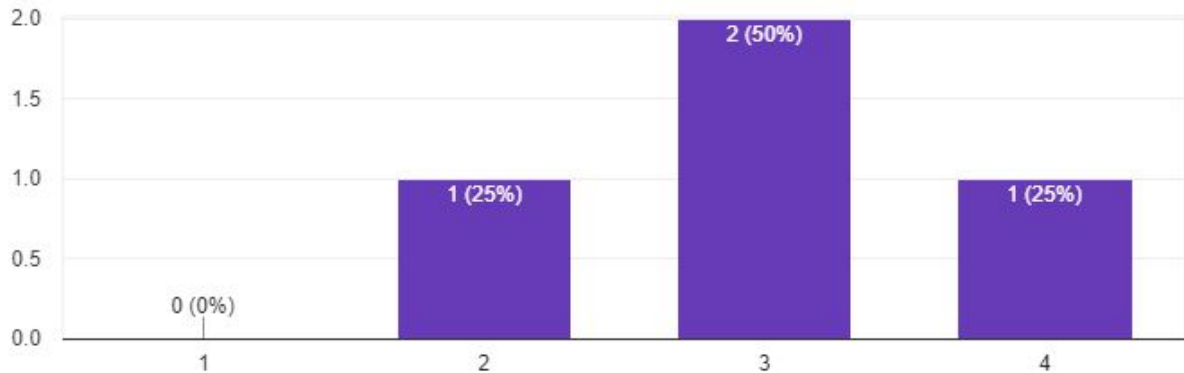
Usability

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:

Reasonably easy to use but limited substance. This does not appear substantive enough to be a full adoption.

This is a very easy resource to follow . . . it is organized so that teachers, students, and parents can easily follow the flow of the curriculum and find the components they need. The technology here is the most authentic in terms of investigating the mathematics, as opposed to entertaining or reporting answers.

Quite a bit of reading for each lesson and there appears to be a bit of prep for many lessons.

Easy to use.