

Figure 3.15: Curriculum Materials Analysis Rubrics

Rubric One: Mathematics Content Analysis

Content Standards Alignment

1. Have you identified gaps within this domain? What are they? If so, can these gaps be realistically addressed through supplementation?
2. Within grade levels do the curriculum materials provide sufficient experiences to support student learning within this standard?
3. Within this domain is the treatment of the content across grade levels consistent with the progression within the standards?

Balance Between Mathematical Understanding and Procedural Skills

1. Do the curriculum materials support the development of students' mathematical understanding?
2. Do the curriculum materials support the development of students' proficiency with procedural skills?
3. Do the curriculum materials assist students in building connections between mathematical understanding and procedural skills?
4. To what extent do the curriculum materials provide a balanced focus on mathematical understanding and procedural skills?
5. Do student activities build on each other within and across grades in a logical way that supports mathematical understanding and procedural skills?

Rubric Two: Support for Mathematical Practices

Mathematical Practices → Content

- To what extent do the materials demand that students engage in the Standards for Mathematical Practice as the primary vehicle for learning the content standards?

Content → Mathematical Practices

- To what extent do the materials provide opportunities for students to develop the Standards for Mathematical Practice as habits of mind (ways of thinking about mathematics that are rich, challenging, and useful) throughout the development of the content standards?

Assessment

- To what extent do accompanying assessments of student learning (such as homework, observation checklists, portfolio recommendations, extended tasks, tests, and quizzes) provide evidence regarding students' proficiency with respect to the Standards for Mathematical Practice?

Support

- What is the quality of the instructional support for students' development of the Standards for Mathematical Practice as habits of mind?

Source: Adapted from CCSSO, the Brookhill Foundation, & Texas Instruments, 2011, pp. 71, 75.