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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To	Board of Education
From	Kyla Johnson-Trammell, Superintendent Sondra Aguilera, Chief Academic Officer Wesley Jacques, Executive Director, Academics and Instruction Alicia Arenas, Director of Elementary Instruction, Academics and Instruction
Board Meeting Date	April 13, 2022
Subject	Curriculum Adoption/Purchase - Elementary Math Curriculum - Grades K-5 - Academics and Instruction Department - Chief Academic Officer

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Ask of the Board

Adoption by the Board of Education of Resolution No. 2122-0194 - Selection and purchase of the following curricular materials:

- *Eureka Math* for Elementary Math, Grades K-5

Background

Providing equitable access to standards-based math curriculum is a central component of OUSD's work to ensure all students graduate college and career ready and that historically underserved students demonstrate accelerated growth to close equity gaps.

To guarantee mastery of mathematical standards for all elementary students and set them on pathways to college, career and community success, it is essential that we provide teachers with high-quality math materials and support them in curriculum planning and implementation through systematic, professional learning. Adoption of these materials allows us to begin the next phase of this critical work in partnership with teachers, principals and families.

Adopting elementary Math curriculum and providing foundational PD to all teachers are also named as required action in the California Collaborative for Excellence in Education (CCEE) *Systemic Instructional Review* (*SIR*) of OUSD:

"*The perception of autonomy over the selection of curriculum inhibits the implementation of comprehensive, sequenced, standards-based curricular programs districtwide.*" (16)

Action 2A: "The central office is to outline the non-negotiables in the selection of curricular materials to ensure all students receive instruction using curricular tools that are standards-aligned, rigorous, and culturally relevant." (17)

Action 2C: "The central office should provide required professional development in all curricular areas..."

The Need for Elementary Math Curriculum

The textbooks currently in elementary classrooms are outdated and based on 2010 California Common Core State Standards. As teachers shift their instructional practice to implement Common Core State Standards for Mathematics, our district needs strong curricular resources developed to address the Math Practice standards to provide students with the mathematics content and learning experiences necessary to develop as mathematical thinkers, sense-makers, communicators and problem solvers.

The current math curriculum is insufficient in representing the Common Core Math Standards (CCMS). This lack of representation of the 3 major shifts in CCMS in the instructional materials and a lack of teacher professional learning have contributed to the unacceptable gaps in math proficiency between white students, students from higher income families and African American, Latino/a, English Language Learners, and socio-economically disadvantaged students. In 2013, OUSD committed to transition from the previous math curriculum, *Math Expression*, to curriculum that contained initial Common Core Math Standards *(adopted 2010)*. However, within the last eight years it has become apparent that it is not fully representative of the demands of the Common Core Standards.

This has caused a number of schools to apply for waivers or independently "adopt" other math curriculum for their sites. Today, there are three different curricula that are used in OUSD elementary schools.

The current Math Core curriculum, *Math Expressions,* is insufficient in the following areas:

- Inadequate materials representing the Common Core Math Standards and Math Practices;
- Insufficient examples representing place value and number sense modeling;
- Insufficient in rigor and coherence across the grades; and
- Insufficient **language supports** for English Language Learners and Academic Language Learners.

Discussion

We are grateful to the teachers and staff who served on steering committees, evaluated programs, piloted instructional materials and recommended this rich and promising Math curriculum. Below is a summary of the selection process, aligned with California Ed Code (EC Sections 60210 and 60002), and reasons for recommending Eureka as OUSD's core Math curriculum for grades K-5.

K-5 Math Steering Committee and Program Evaluation Committee Makeup:

- **Phase 1, Math Adoption Committee: 34 teachers, and 1 principal.** The committee First met on January 29, 2020 and February 26, 2020 for orientation, and a review of the CDE adoption process guidelines and the development of an OUSD Local Review Criteria (Attachment A) scoring tool. Because of the Pandemic, the March 11, 2020 meeting was canceled and the adoption process was postponed. The adoption/selection process continued by reviewing math curriculum digitally beginning March 24, 2020 through April of 2020. The Math Adoption Committee completed the scoring of the all 7 curriculum the first week of May 2020. At this time it was determined to postpone a decision for curricula to pilot because of the focus on possible preparation for distance learning due to COVID restrictions and also because there was insufficient data. With OUSD leadership support the Math Adoption Committee reformed in May of 2021. A second digital review of Illustrative Mathematics was completed in June of 2021. The Math Adoption Committee then decided to pilot two curricula, Eureka Math and Illustrative Math because they scored 2nd and 3rd respectively, and both had publisher professional development support. The Evaluation of Programs section below details how the programs were evaluated.
- **Phase 2 Math Pilot Committee: 26 K-5 teachers, including 2 Special Day Class (SDC) teachers, 17 sites, over 300 students**. The committee met weekly from November to March during the 2021-2022 academic year. Pilot teachers received an overview, CDE guidelines and implementation training for each curriculum.

- **Subcommittees (Advisory):** 1) Technology Platforms; 2) Cultural Responsiveness; 3) English Language Learner.
- **Engagement:** Public Viewings of the two curricula that were piloted were held at four elementary school sites: Sankofa Elementary, East Oakland Pride Elementary, La Escuelita Elementary, Martin Luther King Elementary.

- Additionally, there were Network announcements for Principals; Teacher Central postings, Math Pilot Special Education Meeting, and STEM Newsletter to staff.
- **Evaluation of programs:** The Phase 1 Math Adoption Committee conducted an initial review of multiple programs: **Bridges, Envision, Eureka, Illustrative Mathematics (IM), Math Expressions, SFUSD, and SWUN** and decided on two curriculums to pilot: Eureka Math and Illustrative Mathematics (Digital Math Evaluation Results- Attachment I). The Phase 2, Math Pilot Committee then piloted a module or unit from each of the two chosen curriculums in their classrooms. Eureka Mathematics was piloted during the month of January 2022 and Illustrative Mathematics during the month of February 2022, using rubrics aligned to state expectations to evaluate curriculum in their classrooms.
- **Evaluation of pilots**: The Phase 1, Math Adoption Committee voted to collect pilot data on two programs: Eureka Math and Illustrative Mathematics. The Phase 2 Math Pilot Committee met in grade level teams to review modules from both curriculum. The grade level teams also reviewed the pacing of math in their classrooms and the standards they would be covering in the two months of piloting. Based on the standards they would be covering in January and February the piloting teachers then chose a chapter or module from each curriculum to pilot in their classrooms that would correspond to the standards they would be covering. All the Math Pilot Committee teachers received specific grade level materials from each curriculum for instruction and review.
- The Phase 2 Math Pilot Committee used the Math Pilot 2021-22 - Local Review Criteria (Attachment B) to review and score both math curriculum while piloting the math curriculum in their classrooms. Teachers filled out the Digital Elementary Math Evaluation Tool For Eureka - Local Review Criteria (Attachment C) and the Digital Elementary Math Evaluation Tool For Illustrative Mathematics - Local Review Criteria (Attachment D) to turn in their final scores and comments at the end of each math pilot curriculum piloting period.
- Based on the Local Review Criteria submitted by the Phase 2 Math Pilot Teacher Committee Eureka Math scored higher than Illustrative Mathematics. Links to the documents are below.

Phase 1 Math Adoption Committee	**Phase 2 Math Pilot Committee**
Bridges, Envision, Eureka, Illustrative Mathematics (IM), Math Expressions, SFUSD, SWUN	*-Eureka* *-Illustrative Mathematics (IM)*

Findings and Recommendation for *Eureka Math: K-5 Math*

On March 7, 2022, the Phase 2 Math Piloting Committee recommended Eureka Math for adoption. Based on the Phase 2 Math Pilot Teachers Committee scores, the strengths of the Eureka Math curriculum are the following:

Eureka Math Scores:

Section	Eureka	IM
Common Core Aligned Rigorous Tasks	552	339
Lesson and Unit Design	1015	788
Differentiation (Universal Access)	412	348
Usability	422	269
Additional Considerations	458	342

Based on the recommendation of the committee members, we are pleased to put forward ***Eureka Math*** for consideration as OUSD's Core math curriculum. Eureka Math is a standards-based curriculum focused on rigorous content that engages students to be meaning makers and active learners of mathematics. The curriculum meets the Key Shifts called for by the Common Core.

In addition we note the following considerations for adoption of the program. These three subcommittees were formed with the purpose of giving focused information in a specific area of the two math curriculum being piloted. The subcommittees results were intended to supplement the work of the Piloting Math Committee, not influence the recommendation:

- OUSD Elementary Math Pilot Technology Evaluation - Final Report (Attachment E):
- The Eureka Math digital platform (Great Minds) received an average score of **65.2** points. The average score per category was **3.8** points.
- The Illustrative Mathematics digital platform (Kiddom) received an average score of **60.1** points. The average score per category was **3.5** points.
- Math Adoption Subcommittee - Spring 22 - ELL Focus Group (Attachment F):
- The ELL Focus Group gave a score to Eureka Math **72 out of 144 points.**

- The ELL Focus Group gave a score to Illustrative Mathematics **82 out of 144 points.**
- Culturally Responsive Math Review 2022 (Attachment G):
- The Culturally Responsive Math Review Committee (3 teachers) scored Eureka Math and Illustrative Math. Both curricula scored with negative totals (IM: -17; Eureka: -12).

Professional Learning & Implementation for Eureka Math curriculum

Once new curriculum are adopted, we will implement systematic professional learning to support implementation including the following support:

- **Foundational Professional Development (PD)**: 3 days of training in new curriculum (Summer and start of school-year options) for teachers, instructional staff and school leaders to get started with curriculum
- **Monthly PD**: Grade-level sessions grounded in the curriculum on 2nd Wednesdays. Monthly focus launches a cycle of inquiry to implement practices and share learning.
- **Weekly Teacher Collaboration**: Dedicated time at each school for professional learning communities to meet and conduct inquiry using curriculum.
- **Math PLC Leaders** *(Teachers/TSAs):* Teacher leaders and coaches from each site participate in biweekly professional learning to coach and lead PLCs.
- **Leadership PD & Learning Walks**: Professional development for principals and at least 3 annual learning walks.

Fiscal Impact

- Funding Resources identified in LCAP: Supplemental Carryover, Title 2 Professional Learning
- *Eureka Math*
    - Curricular Materials and PD for 49 schools.
        - ➔ 5yr cost for materials: $4,397,144.40
        - ➔ One-time cost for math Manipulatives: $459,041.64
        - ➔ PD 1yr. cost: $226,400.00
        - ➔ Summer Teacher Extended Pay 2022: $1,012,500.00

Attachments

A. Resolution No. 2122-0194
B. Local Review Criteria 19-20
C. Math Pilot 2021-22 - Local Review Criteria
D. OUSD Elementary Math Pilot Technology Evaluation - Final Report
E. Math Adoption Subcommittee - Spring 22 - ELL Focus Group
F. Culturally Responsive Math Review 2022
G. Math Adoption Committees 2019-2022
H. Digital Elementary Math Evaluation - Local Review Criteria (Results)
I. MATH PILOT - FINAL RESULTS
J. Overview: Ed Reports for Eureka Math

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RESOLUTION OF THE BOARD OF EDUCATION OF THE OAKLAND UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 2122-0194

SELECTION AND PURCHASE OF INSTRUCTIONAL MATERIALS: Elementary Math

WHEREAS, pursuant to Board Policy 6161.1, the Governing Board is responsible for selecting textbooks and other instructional materials for use in District schools;

WHEREAS, the State Board of Education has approved standards for curriculum, certain curriculum frameworks, and has approved a list of basic instructional materials for use in kindergarten (K) through 5th grade;

WHEREAS, the Governing Board shall select instructional materials for use in grades kindergarten through 5th grade or shall have otherwise determined which instructional materials align with the state academic content standards;

WHEREAS, the Governing Board shall select instructional materials for grades K-5 upon determining that the materials are:

- Aligned to applicable academic content standards;
- Are provided by publishers that comply with legal requirements;
- Do not reflect adversely upon persons because of their race or ethnicity, gender, religion, disability, nationality, sexual orientation, occupation, or other characteristic listed in Education Code 220, nor contain any sectarian or denominational doctrine or propaganda contrary to law;
- Reflective of California's multicultural society, avoid stereotyping, and contribute to a positive learning environment;
- Are accurate, objective, current , and suited to the needs and comprehension of district students at their respective grade levels;
- With the exception of literature and trade books, use proper grammar and spelling;
- Do not expose students to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate;
- Support the district's adopted courses of study and curricular goals;
- Contribute to a comprehensive, balanced curriculum;
- Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities and developmental levels;
- Include materials that stimulate discussion of contemporary issues and improve students' thinking and decision-making skills;
- Contribute to the proper articulation of instruction through grade levels;
- Have corresponding versions available in languages other than English as appropriate;
- Include high-quality teacher's guides;
- Meet high publishing standards in terms of the quality, durability and appearance of paper, binding,

text and graphics;
- Upon adoption of standards by the SBE, not exceed maximum textbook weight standards;
- Meet the standards for social content that portray in a realistic manner democratic values, cultural pluralism, and the diversity of the state's population, and emphasize people in varied, positive, and contributing roles;

WHEREAS, as summarized in Attachments A-H, instructional review committees comprised of teachers, teachers on special assignment and district content specialists, with the majority of the participants being classroom teachers, reviewed instructional materials for potential use in District schools and found the following to meet the standards for adoption, therefore, the following instructional materials are recommended for adoption by the Governing Board:

- Great Minds, Eureka Math for grades K-5

WHEREAS, expenditures, pursuant to an Agreements between the District and Great Minds PBC publishing companies shall not exceed the total amount of $4,856,186.04, for the period April, 2022 to June, 2027, for the purchase of K-5 math materials related thereto;

NOW , THEREFORE, BE IT RESOLVED, the Board of Education hereby finds that Eureka math instructional materials meet the standards for adoption and hereby selects Eureka math for use in District schools.

BE IT FURTHER RESOLVED, to further the purpose of this Resolution and to ensure proper implementation, the Board expresses its intent to subsequentially approve agreements between the District and the below named vendors, at the below not-to-exceeds, and for the below purposes.

Material Cost Estimates

Vendor	**Description**	**Estimated Cost**
Great Minds PBC	5 year cost for digital and print curricular materials for all K-5 schools, including teacher editions, and student workbooks.	$4,397,144.40
Didax Incorporated	One-time expense to provide all K-5 teachers with student manipulatives to support math learning and conceptual understanding.	$459,041.64
	5 year-total	**$4,856,186.04**

Vendor	Description	Estimated Cost
Great Minds PBC	Great Minds PBC will provide a coordinated set of resources and support to ensure sustained implementation and results, including 3 days of Foundational PD, monthly professional learning for K-5 teachers and coaches/teachers on special assignment (TSAs), strategic planning, progress monitoring sessions, and school visits.	Not to exceed $226,400.00
Total		**$5,082,586.04**

Passed by the following vote:

PREFERENTIAL AYE: None

PREFERENTIAL NAY: None

PREFERENTIAL ABSTENTION: None

AYE: VanCedric Williams, Clifford Thompson, Vice President Benjamin "Sam" Davis, President Gary Yee

NOE: None

ABSTENTION: Mike Hutchinson

RECUSED: None

ABSENT: Aimee Eng, Shanthi Gonzales, Samantha Pal (Student Director), Natalie Gallegos Chavez (Student Director)

CERTIFICATION

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District, held on April 13, 2022.

OAKLAND UNIFIED SCHOOL DISTRICT

_____

Gary Yee
President, Board of Education

_____

Kyla Johnson-Trammell
Superintendent and Secretary, Board of Education

Program: _____Evaluation against Local Criteria

These criteria were identified based on feedback from the OUSD math teaching community about the aspects of instructional mat erials that were most important to them when considering an adoption that will meet the needs of Oakland's diverse students and sup port teachers in their efforts to plan engaging lessons that facilitate student learning. We also acknowledge that no single curriculum will be able to meet all criteria, and that ongoin g collaboration and teacher input will be necessary to our work.

Category	Criteria	Rating 0=no, 1=partially, 2=yes	Notes
Common Core Aligned Rigorous Tasks	1. Align to content standards 2. Intentionally incorporate Standards for Mathematical Practice 3. Balance conceptual understanding and application 4. Support procedural fluency 5. Structure of problems and rigorous tasks provide engaging opportunities for students' productive struggle		
Lesson and Unit Design	1. Units are organized around big, important mathematical ideas or questions, and build to a summative assessment 2. Units integrate formative assessment opportunities to monitor students' progress towards standards 3. Units include opportunities to spiral learning , creating coherence across units and grades 4. Lessons have specific objectives or targets aligned to standards 5. Lessons explicitly support academic discourse 6. Lessons include intentional links to previous and future topics 7. Explanation and justification are em bedded in problems and tasks 8. Materials include opportunities for students to investigate and generalize to build math understanding 9. Materials provide opportunities for students to make real world connections and engage in culturally responsive problem solv ing		

Category	**Criteria**	**Rating** **0=no,** **1=partially, 2=yes**	**Notes**
Differentiation (Universal Access)	1. Materials provide flexible solution pathways, promote use of multiple representations and provide students with many access points 2. Materials encourage teachers to draw on multiple resources such as objects, manipulatives, drawings, and graphs to facilitate learning 3. Materials integrate explicit language supports for English learners to support regular and active participation in learning mathematics 4. Materials support small group and individualized/personalized learning opportunities 5. Materials provide guidance for supp orting students with special needs		
Usability	1. Materials include clear and helpful explanations of math content and standards, including connections to prior and future coursework 2. Materials include clear and helpful explanations of common student responses or misconceptions 3. Materials are user-friendly for teachers 4. Materials support teacher learning of standards, content, and disciplinary pedagogy		
Additional Considerations	1. Materials are visually well-organized and inviting to students 2. Materials integrate opportunities to use technology to enhance mathematics learning 3. Materials are available in Spanish 4. Materials support students developing a positive math mindset and identity 5. Materials support home-school connections around		

	mathematics		

Overall recommendation: Should we consider this program to pilot? (circle one) Yes No

Program: _____ **Evaluation against Local Criteria**

These criteria were identified based on feedback from the OUSD math teaching community about the aspects of instructional materials that were most important to them when considering an adoption that will meet the needs of Oakland's diverse students and support teachers in their efforts to plan engaging lessons that facilitate student learning. We also acknowledge that no single curriculum will be able to meet all criteria, and that ongoing collaboration and teacher input will be necessary to our work.

Rating:
0= No evidence
1= Very little evidence
2= Limited evidence
3= Some evidence
4= Substantial evidence
5= Clear and consistent evidence

Category	Criteria	Rating 0-5	Notes/Evidence
Common Core Aligned Rigorous Tasks	1. Align to content standards		
	2. Intentionally incorporate Standards for Mathematical Practice: http://www.corestandards.org/Math/Practice/		
	3. Balance conceptual understanding and application		
	4. Support procedural fluency		
	5. Structure of problems and rigorous tasks provide engaging opportunities for students' productive struggle		
	Total:		

Category	Criteria	Rating 0-5	Notes/Evidence
Lesson and Unit Design	1. Units are organized around big, important mathematical ideas or questions, and build to a summative assessment.		
	2. Units integrate formative assessment opportunities to monitor students' progress towards standards		
	3. Units include opportunities to spiral learning, creating coherence across units and grades		
	4. Lessons have specific objectives or targets aligned to standards		
	5. Lessons explicitly support academic discourse		
	6. Lessons include intentional links to previous and future topics.		
	7. Explanation and justification are embedded in problems and tasks		
	8. Materials include opportunities for students to investigate and generalize to build math understanding		
	9. Materials provide opportunities for students to make real world connections and engage in culturally responsive problem solving		
	10. Units provide summative assessments that represent the 3 shifts: fluency, procedural, and real life application (performance tasks or open ended questions).		
	Total:		

Category	Criteria	Rating 0-5	Notes
Differentiation (Universal Access)	1. Materials provide flexible solution pathways, promote use of multiple representations and provide students with many access points		
	2. Materials encourage teachers to draw on multiple resources such as objects, manipulatives, drawings, and graphs to facilitate learning		
	3. Materials integrate explicit language supports for English language learners to support regular and active participation in learning mathematics		
	4. Materials support small group and individualized/personalized learning opportunities, with scaffolds for access to all students.		
	5. Materials provide guidance for supporting students with special needs		
	Total:		

Rating:
0= No evidence
1= Very little evidence
2= Limited evidence
3= Some evidence
4= Substantial evident
5= clear and consistent evident

Category	Criteria	Rating 0-5	Notes
Usability	1. Materials include clear and helpful explanations of math content and standards, including connections to prior and future coursework		
	2. Materials include clear and helpful explanations of common student responses or misconceptions		
	3. Materials are user-friendly for teachers		
	4. Materials support teacher learning of standards, content, and disciplinary pedagogy		
	Total:		

Rating:
0= No evidence
1= Very little evidence
2= Limited evidence
3= Some evidence
4= Substantial evident
5= clear and consistent evident

Category	Criteria	Rating 0-5	Notes
Additional Considerations	1. Materials are visually well-organized and inviting to students		
	2. Materials integrate opportunities to use technology to enhance mathematics learning		
	3. Materials are available in Spanish		
	4. Materials support students developing a positive math mindset and identity		
	5. Materials support home-school connections around mathematics		
	Total:		

Rating:
0= No evidence
1= Very little evidence
2= Limited evidence
3= Some evidence
4= Substantial evident
5= clear and consistent evident

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OUSD Elementary Math Pilot Technology Evaluation

Final Report

Background

OUSD is in the process of evaluating two elementary math curriculums for adoption beginning in the 2022-23 school year. The two curriculums are Eureka Math and Illustrative Mathematics. As part of this process, a subcommittee of five elementary teachers and the Coordinator of Instructional Technology spent three weeks evaluating digital platforms that are intended to accompany each curriculum. Each member of the subcommittee used a rubric to evaluate and score 17 different facets of the platforms.

Scoring System

Each of the 17 categories was scored on a scale of 1 to 5. The subcommittee members were also invited to add notes and evidence to support their scores.

Rating Guide				
5 Excellent	4 Good	3 Fair	2 Poor	1 Nonexistent

Summary of Scoring

The highest possible total score for each evaluator's scoring rubric was **85** points (17 x 5).

The Eureka Math digital platform (Great Minds) received an average score of **65.2** points. The average score per category was **3.8** points.

The Illustrative Mathematics digital platform (Kiddom) received an average score of **60.1** points. The average score per category was **3.5** points.

Additional Notes

As budget considerations may be relevant, it is worth noting that if OUSD does adopt Eureka Math, the Great Minds company has offered their digital platform free of charge for one school year, There is no similar offer from Illustrative Mathematics.

It is also worth noting that there is another digital platform that aligns with Eureka Math, called Zearn. This platform was not evaluated by the subcommittee, but it is a high-quality, viable platform that is suitable for online instruction. Zearn is already formally used by eight elementary OUSD schools and receives generally positive reviews from teachers. Zearn offers the following:

- Lesson to lesson alignment with the Eureka Math curriculum
- Interactive video lessons for students
- Free access for individual classrooms
- Premium site licenses ($2,500 per school) with advanced features such as data reports, unit level assessments, and Clever rostering

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Scoring Details

Please refer to the following table for average individual scores for each category in the evaluation, plus a summary of notes added by the subcommittee members.

Criteria	Eureka Rating (Great Minds)	IM Rating (Kiddom)	Notes
User Login Login is quick and easy, and does not require users to memorize login credentials.	5	5	All evaluators found user login to be quick and seamless for both platforms, as they are both Clever-integrated.
Platform Navigation Navigation throughout the platform is logical, consistent, and predictable.	3.6	3.8	In general, evaluators found the navigation for both platforms to be acceptable, with a slight advantage for Kiddom.
Graphic Interface Layout of platform is visually appealing and readable, with effective use of colors, fonts, and icons.	3.4	4.4	Some evaluators determined that Kiddom has a somewhat more readable and friendly interface than Great Minds, especially for students.
Content Organization Platform effectively presents scope and sequence for each grade level. Unit/module pages clearly present the lesson sequence.	4.8	4.2	Both platforms provide good content organization. Two evaluators commended the Eureka "Navigator", which provides a year-long scope and sequence for each grade level, with easy navigation to grade levels and module levels.
Curricular Support Materials Platform includes curricular support materials, including unit overviews and detailed lesson plans.	4.6	4.2	Both platforms provide very good support materials. A few evaluators mentioned that Eureka provides teacher-facing videos for each lesson to support instruction.
Digital Access to Print Materials Users can easily access digital versions of	4.2	3.8	Eureka was rated slightly higher for digital access to print materials. Student activities do not appear to be printable from the Kiddom platform.

curricular print materials.			
Online Assignments Teachers can assign online activities to students. Teachers can review student work and provide feedback.	3.4	3.8	In general, evaluators found that each platform offers the ability to assign online work to students, with slightly better scores for IM.
Online Assessments Teachers can assign online assessments to students. Teachers can review student assessments and provide feedback.	3.6	3.8	Both platforms provide a fairly good system for student assessments, with some shortcomings on each side.
Differentiation Teachers can provide differentiated assignments or assessments to individual students or small groups.	3.6	3.6	In both platforms, teachers can assign work to individual students and small groups. This differentiation must be manually programmed each time.
Student Data and Reports Teachers can view reports with student data. Reports include sortable class data, with the ability to drill down to individual students. Reports can be sorted or organized by standards or skills.	3.2	2.4	In general, evaluators found that neither platform excels in the area of student data and reports, with somewhat better scores for Eureka.
Student Navigation Upon login, students can easily understand what tasks have been assigned to them, and they can navigate to them without difficulty.	3.8	3.6	Evaluators found that students are able to determine their assigned work in both platforms, with a slight edge for Eureka.
Student User Experience	3.75	3.75	Both platforms offer annotation tools to students so that they can demonstrate mathematical

The student user experience is intuitive. Students are provided with online tools to effectively demonstrate their mathematical thinking.			thinking.
Student Instructional Materials Students have access to online lessons, which may include instructional videos.	4	2.75	Every Eureka lesson includes a video lesson, which can be toggled to play in either English or Spanish. Kiddom includes instructional materials in the form of worksheets, but does not offer online lessons.
Remote Learning Suitability Platform is suitable for students who are in distance learning/independent study.	3.2	3.2	Evaluators rated both platforms slightly better than fair for remote learning suitability. Both platforms lack a self-paced learning path, which is a strength of other programs such as ST Math and i-Ready.
Spanish Language Support Platform includes Spanish language versions of curriculum content.	4	1	Evaluators noted that the Great Minds platform has strong Spanish language support, with the ability to toggle videos, assessments and assignments from English to Spanish. Kiddom does not provide Spanish language support.
English Language Learner Support Platform utilizes general support for ELLs, which may include non-text representations of content, or text-to-speech features.	3	2.5	Neither platform offers robust EL support. Eureka offers text-to-speech capabilities for its digital assessments, giving it an advantage in this category.
User Help Help system is easy to access and contains useful resources.	4	4.25	Evaluators found that both platforms offer good user help, with a slight edge for Kiddom.

The purpose of this subcommittee is to review both Eureka and IM curricula with a special attention to how these two programs support math achievement for ELLs. This subcommittee will use the rubric in tab "Rubric" to score from 1-5 how they support ELLs in different areas towards math academic growth. This subcommittee members will review and score each curriculum for a total of X hours, and will meet as a group for a qualitative discussion for an extra hour. As a consequence of this project, we aim to provide an analysis of the strengths and weaknesses of each program in regards to their support to ELL math achievement, ultimately sharing with the Math Adoption Committee leaders our final recommendation for adoption.

Deadline: 1st week of March

Suggested Timeline	Goal	Time allocated	Work format
Week of 02/07/22	Orientation meeting and overview and feedback of rubric	~1hour	ZOOM meeting
Week of 02/14/22	Review Eureka materials and scoring	~2.5 hours	ASYNCH
Week of 02/21/22	Review IM materials and scoring	~2.5 hours	ASYNCH
Week of 02/28/22	Qualitative Focus group and potential recommendation	~1hour	ZOOM meeting TBD

Team Member	Site	Grade Level
Daniela I	Global	3
Patricia C	Global	3
Jesus I	Global	5
Morgan, P	Garfield	4

Member Criteria	1. High ELL student site
	2. No Eureka or IM currently

K	Bridges
1	Franklin
2	Garfiled
3	Global
4	Lincoln
5	LSA

Rating	Criteria for ELL support and academic achievement:
	Family support and languages available for family/communications
	Content available in multiple languages (1-only English, 2-English and Spanish, 3-English, Spanish and some resources in other langauges, 4-all materials in multiple language
	Visual scaffolds to support language and content understanding
	Word problem approach with a language development emphasis (3 reads, word problem deconstruction or similar) that allows students to engage in academic discussions to support mathematical reasoning.
	Strong Integrated ELD component (explicit; in forms of Integrated ELD boxes in the teacher's guide, online, differentiated teacher guide/resource, etc) that supports ELLs learn and use academic language beyond math tier 3 vocabulary, including tier 2 academic vocabulary such as *compare*, *analyze*, *evaluate*, *describe*, *sequence*, *classify,* etc, that helps ELLs move from basic thinking and reasoning to more complex planning, synthesis, problem solving and reasoning skills (Webb;s DOK3-4)
	Tips/Advice/Recommendations for specific EL subgroups (e.g recomendations for Cantonese/Mandarin students who may not share numeric system, etc)
	Modules offer culturally relevant themes and language that allows ELLs to draw from their cultures/languages to better understand and relate to the math problems
	Curriculum offers explicit attention to mathematical vocabulary for ELLs, promotes transferability, and emphasized tier 2 and 3 vocabulary development
	Curriculum provides multiple avenues for ELL understand and manipulate mathematical concepts, including but not limited to MANIPULATIVES.
0	**Overall Score**

vocabulary tier 2 tier 3

evidence of work, units modules, comments

Ratings		
	1	Not present
	2	Minimally present, limited or no consistent in most lessons
	3	Present, consistent across some lessons
	4	Exemplary, consistent across most lessons

EUREKA REVIEW GRADE 3rd & MODULE 1

Rating	Criteria for ELL support and academic achievement:	Notes/Evidence
2	Family support and languages available for family/communications	I did not find a section for family support. I also did not see letters for families or any way to communivate with families. I looked on the Teacher's Edition book, Succed student's book, Learn Student's book< Practice Stdent's book. On the Succed Book I saw a section called Homework helper whcih gives ome advice and tips to the kids but it might be use for parents to guide students with homework. The website offers more resources for parents.
1	Content available in multiple languages (1-only English, 2-English and Spanish, 3-English, Spanish and some resources in other langauges, 4-all materials in multiple languages)	I did find content available in mutiple languages all the resources for teachers and students are available only in English.
3	Visual scaffolds to support language and content understanding	All materials for students including the ones for teacher have various vissual scaffold. The only resource book that does not have a visual scaffold/support is the Practice Book. This book only has a serie of fluecy activities for math facts. .
3	Word problem approach with a language development emphasis (3 reads, word problem deconstruction or similar) that allows students to engage in academic discussions to support mathematical reasoning.	Learn Resource Book includes 3 reads (The Read - Draw-Write) strategy. This strategy needs to be taught before asking kids to use it. The Succeed Resource Book includes word problems that includes visuals, these word problems could be done to engage in academic discussions to support content previously taught
2	Strong Integrated ELD component (explicit; in forms of Integrated ELD boxes in the teacher's guide, online, differentiated teacher guide/resource, etc) that supports ELLs learn and use academic language beyond math tier 3 vocabulary, including tier 2 academic vocabulary such as *compare*, *analyze*, *evaluate*, *describe*, *sequence*, *classify,* etc, that helps ELLs move from basic thinking and reasoning to more complex planning, synthesis, problem solving and reasoning skills (Webb;s DOK3-4)	The Teacher's Resource Book does not show evidence about Integrated ELD. This programs lacks of ELD component to support ELL's. I also could not find evidence that the program support the use of Tier 2 academic language. The use of 3 read strategy could support the use of Tier 2 acadamec vovabulary although the book does not directly states the use of the vocabulary. Howeve, the progrma does offer multiple ways to practice cocabulary related to the topic larned.
1	Tips/Advice/Recommendations for specific EL subgroups (e.g recomendations for Cantonese/Mandarin students who may not share numeric system, etc)	This program does not provide tips, advice or recommendation for specific EL subgroups. I looked on every Resource book (teachers resource and all 3 student's resource book) and I could not find it.
1	Modules offer culturally relevant themes and language that allows ELLs to draw from their cultures/languages to better understand and relate to the math problems	The Curriculum offers many word problems where students can practice vocabulary related to the topic. These word problems show minimum cultutral relevance background. Students' culture and language isn not represented in the word problems.
2	Curriculum offers explicit attention to mathematical vocabulary for ELLs, promotes transferability, and emphasized tier 2 and 3 vocabulary development	The Curriculum offers many word problems where students, have the opportunity to ptatice Tier 2 and 3 vocabulary development. In every lesson Tier 2 and Tier 3 vocabulary are taught. For the 3 reads routine students can practice on their own the use of Tier 1 and Tier 2 vocab.
1	Curriculum provides multiple avenues for ELL understand and manipulate mathematical concepts, including but not limited to MANIPULATIVES.	The Curriculum has visual scaffolds that can support ELL understand mathematical concepts The Teacher's resource book also offers this tye of support. However it does not privide with MANIPULATIVES.
16	**Overall Score**	

IM REVIEW GRADE <INSERT HERE> & MODULE <INSERT HERE>

Rating	Criteria for ELL support and academic achievement:	Notes/Evidence
2	Family support and languages available for family/communications	The only support I found for families was in the Teacher Resource Copy Mater. This guide includes a Family Support letter for every lesson. In this letter it describes what students are learning and gives some examples. At the end of the family letter it gives some suggestions on how students could apply this knowledge in daily activities or using items they have at home.
1	Content available in multiple languages (1-only English, 2-English and Spanish, 3-English, Spanish and some resources in other langauges, 4-all materials in multiple languages)	This program does not have content in other languages. They only use English.
3	Visual scaffolds to support language and content understanding	The program offersn mutiple visual scaffolds. The Teacher Resource Copy Master has a section called Lesson Blackline Masters. This section offers students cards with visuals and word problems thta support students' reasoning. The Teacger guide also offers visual scaffolds to guide the teacher throughout the lesson. The Student Edition Book has visual scaffolds thast support language and content understanding.
3	Word problem approach with a language development emphasis (3 reads, word problem deconstruction or similar) that allows students to engage in academic discussions to support mathematical reasoning.	The progam is designed to develop students' reasoning. The Student Edition includes a section called "Practice Probelms", where students have to answer word probelms related to the Unit previously learned. Students have to show their reaoning by uing diagrams, drawings, equations, etc. This section comes at the end of each unit. The 3 reads (p.110) is a routine that is suggested to apply and parctce with ELL's. More information about this routnie cold be foud on the Teacher Resources Guide.
3	Strong Integrated ELD component (explicit; in forms of Integrated ELD boxes in the teacher's guide, online, differentiated teacher guide/resource, etc) that supports ELLs learn and use academic language beyond math tier 3 vocabulary, including tier 2 academic vocabulary such as *compare*, *analyze*, *evaluate*, *describe*, *sequence*, *classify,* etc, that helps ELLs move from basic thinking and reasoning to more complex planning, synthesis, problem solving and reasoning skills (Webb;s DOK3-4)	ELD is included on the Teacher's Guide on a separte section of the book. The section includes 3 principles. Principle 1: Support sense making,Principle 2: Optimize Output, Principle 3: Cultivate conversations, Principle 4: Maximize meta-awarness. The ELL's section includes mathematical anguage routines to support and develop language. The Teacher's Guide there is an specific box that shws Access for ELL's. There is use and practice of Tier 1 and Tier 2 vocabulary to support ELL's
2	Tips/Advice/Recommendations for specific EL subgroups (e.g recomendations for Cantonese/Mandarin students who may not share numeric system, etc)	The Teacher Resource Book has a specific section for students with disabilities. This section is recommneded to use alog with student's IEP report. I couldnt find a section fos specific subgroups.
2	Modules offer culturally relevant themes and language that allows ELLs to draw from their cultures/languages to better understand and relate to the math problems	The program does not show or offers themes that could be cutural relevant for students. However I do feel the topic for the word problems are age appropaite and studnets could relate to them.
2	Curriculum offers explicit attention to mathematical vocabulary for ELLs, promotes transferability, and emphasized tier 2 and 3 vocabulary development	The Curriculum offers many word problems where students, have the opportunity to ptatice Tier 2 and 3 vocabulary development. In every lesson Tier 2 and Tier 3 vocabulary are taught. For the 3 reads routine students can practice on their own the use of Tier 1 and Tier 2 vocab.
2	Curriculum provides multiple avenues for ELL understand and manipulate mathematical concepts, including but not limited to MANIPULATIVES.	Blackline Masters has a lot of printable papers with visuals that can be printed and laminate for using as a manipulatives.
20	**Overall Score**	

EUREKA REVIEW GRADE <INSERT HERE> & MODULE <INSERT HERE>

Rating	Criteria for ELL support and academic achievement:	Notes/Evidence
3	Family support and languages available for family/communications	Physical materials: I did not find any way of cummunicating or supporting families. Everything is simply design for students (or the teacher). Online materials: It includes: family tip sheets in spanish and english and homework helpers.
2	Content available in multiple languages (1-only English, 2-English and Spanish, 3-English, Spanish and some resources in other langauges, 4-all materials in multiple languages)	Physical materials: Only English. There should be at least a glosary of terms in both languages so that the students could bridge better. Online materials: In the website we can find printables and other materials in different languages, including Spanish.
2	Visual scaffolds to support language and content understanding	Some problems are accompained by pictograms and examples, others by graphics, but not many or all of them. For example: problems in page 13 in Eureka maths Modules 1 and 2 for students show two types of scaffoling: bubbles explaining ideas or concepts, and graphic organizers to place concepts and make them more visually to students.
2	Word problem approach with a language development emphasis (3 reads, word problem deconstruction or similar) that allows students to engage in academic discussions to support mathematical reasoning.	Physical materials: Some problems, especially those that show visuals, are more likely to be used for this strategy. Others are just written once, and do not show space in the book to develop any type of dialogue or see a progression throught the problem towards the solution. Some problems have continuity, like problems in page 185 (succeed book), where we could have a conversation about the different things that this girl can do with the paper and the booklets. This gives opportunity to the students to have more context embeded conversations.
2	Strong Integrated ELD component (explicit; in forms of Integrated ELD boxes in the teacher's guide, online, differentiated teacher guide/resource, etc) that supports ELLs learn and use academic language beyond math tier 3 vocabulary, including tier 2 academic vocabulary such as *compare*, *analyze*, *evaluate*, *describe*, *sequence*, *classify*, etc, that helps ELLs move from basic thinking and reasoning to more complex planning, synthesis, problem solving and reasoning skills (Webb;s DOK3-4)	The succeed book incorporates boxes explaining concepts that the Learn book does not include.
1	Tips/Advice/Recommendations for specific EL subgroups (e.g recomendations for Cantonese/Mandarin students who may not share numeric system, etc)	Does not include
2	Modules offer culturally relevant themes and language that allows ELLs to draw from their cultures/languages to better understand and relate to the math problems	Physical materials: all the problems are based on daily events, close to the children's lives and understanding. However, it does not have elements from different cultures such as Mexican, Chinese, etc. All these elements are more of the universal kind.
2	Curriculum offers explicit attention to mathematical vocabulary for ELLs, promotes transferability, and emphasized tier 2 and 3 vocabulary development	Physical materials: mathematical vocabulary is shown isolated with the thing they design sometimes. For example: array, area model, tens, ones, division, square cm, etc. This makes the concept more clear. We can also encounter vocabulary from tier 2 and 3, especially the first one. The vocabulary might have a more simple way of accessing it for ELLs, but still I don't find it compliated to follow, since most of those words are repited in different types of activities all over the book. Still, I miss a glosary of words.
3	Curriculum provides multiple avenues for ELL understand and manipulate mathematical concepts, including but not limited to MANIPULATIVES.	Physical materials: few visuals (especially in place value, number, areas, and angles units) that is, very basic. Not manimulatives provided. We can find manipulatives in the website.
19	Overall Score	

IM REVIEW GRADE <INSERT HERE> & MODULE <INSERT HERE>

Rating	Criteria for ELL support and academic achievement:	
3	Family support and languages available for family/communications	Physical materials: I did not find any way of cummunicating or supporting families. Everything is simply design for students (or the teacher). Online materials: It does include materials organized by grades and units.
2	Content available in multiple languages (1-only English, 2-English and Spanish, 3-English, Spanish and some resources in other langauges, 4-all materials in multiple languages)	Physical materials: Only English. There should be at least a glosary of terms in both languages so that the students could bridge better. Online materials: Units and Centers can be find in Spanish.
3	Visual scaffolds to support language and content understanding	Physical materials: Most activities are accompained by pictograms or graphic organizers. Some of the word problems are accompained by these, too, but not all of them.Online materials:
4	Word problem approach with a language development emphasis (3 reads, word problem deconstruction or similar) that allows students to engage in academic discussions to support mathematical reasoning.	Physical materials: Problems and activities with visuals, are more likely to be used for engaging mathematical conversations. Other word problems that are not accompained by visuals may be used to create meaningful conversations as they guide the students towards awareness and learning. This is the case of the activities under the heading 1.2 in page 7 (student book). There are not many examples as good as this, but we can also find problems in page 23 that asks different questions of the same problem and ask why or how the student got the anwer, that may engage meaninful discussions. In online materials I find CENTERS very useful for these means.
2	Strong Integrated ELD component (explicit; in forms of Integrated ELD boxes in the teacher's guide, online, differentiated teacher guide/resource, etc) that supports ELLs learn and use academic language beyond math tier 3 vocabulary, including tier 2 academic vocabulary such as *compare*, *analyze*, *evaluate*, *describe*, *sequence*, *classify*, etc, that helps ELLs move from basic thinking and reasoning to more complex planning, synthesis, problem solving and reasoning skills (Webb;s DOK3-4)	The student's book or the teacher's book do not include any component that supports ELLs use of accademic language. Words from tier 2 appear expicitly in the headings of the activities but there are not explanation boxes, glosaries, or other types of guide that help the student move from basic thinking to more complex planning and thinking. The online materials do contain theoretical principles that might help ELD students enter the curriculum. It contains one page for each lesson.
1	Tips/Advice/Recommendations for specific EL subgroups (e.g recomendations for Cantonese/Mandarin students who may not share numeric system, etc)	Do not include
1	Modules offer culturally relevant themes and language that allows ELLs to draw from their cultures/languages to better understand and relate to the math problems	Physical materials: some of the problems are based on daily events, close to the children's lives and understanding. However, it does not have elements from different cultures such as Mexican, Chinese, etc. All these elements are more of the universal kind.
2	Curriculum offers explicit attention to mathematical vocabulary for ELLs, promotes transferability, and emphasized tier 2 and 3 vocabulary development	The vocabulary here is simple. I would say tier 2 in words such as shade, identify, greatest, greater, represent, equivalent, etc. Problems and activities elicit information, but there is no space for explanation, modelings, etc. in the books. Just the teacher's guide brings expected outcomes and elicitations in the walkthrough of each lesson. Online materials include handouts and help in the acquisition of concepts for ELLs, but not abundant.
2	Curriculum provides multiple avenues for ELL understand and manipulate mathematical concepts, including but not limited to MANIPULATIVES.	This curriculum includes more visuals than the previous ones, which is good to make students aware of concepts such as decimal numbers or fractions. Also, it includes manipulatives (some of the problems in the student and teacher's books make reference to posters and cards). There is a teacher resource copy master that includes many printables to make cards and to manipulate with paper that would help students learn by doing and manipulating. We can also find printables and manipulatives online.
20	Overall Score	

EUREKA REVIEW GRADE 4th & MODULE 1-2

Rating	Criteria for ELL support and academic achievement:	Notes/Evidence	
3	Family support and languages available for family/communications	Parent Tip Sheet available in Spanish. Grade Roadmap available in Spanish. Parent Letter available in Spanish.	Grade Roadmap
3	Content available in multiple languages (1-only English, 2-English and Spanish, 3-English, Spanish and some resources in other langauges, 4-all materials in multiple languages)	Multiple languages available for Eureka Math Modules. I'm not sure if this includes student materials.	
2	Visual scaffolds to support language and content understanding	Emphasis on students modelling their mathematical thinking using pictoral representations (ex. Unit 1, Lesson 1 place value chart and disks), however there is not a variety of visuals for students to engage with--in Unit 1 the majority of visuals are place value charts with disks.	
2	Word problem approach with a language development emphasis (3 reads, word problem deconstruction or similar) that allows students to engage in academic discussions to support mathematical reasoning.	Eureka uses Read, Draw, Write (RDW). 1. Read. 2. Draw and label. 3. Write an equation. 4. Write a word sentence (statement). I am concered that he "Read" step could be shallow without more intentional scaffolding and process time. The 3-read strategy pushes students to name the context, quantities, and what the question is asking before drawing and labelling. (The 3-read strategy does not appear in Eureka).	
2	Strong Integrated ELD component (explicit; in forms of Integrated ELD boxes in the teacher's guide, online, differentiated teacher guide/resource, etc) that supports ELLs learn and use academic language beyond math tier 3 vocabulary, including tier 2 academic vocabulary such as *compare*, *analyze*, *evaluate*, *describe*, *sequence*, *classify*, etc, that helps ELLs move from basic thinking and reasoning to more complex planning, synthesis, problem solving and reasoning skills (Webb;s DOK3-4)	"Notes on Multiple Means of Action and Expression" notes in lessons provide sentence frames for oral explainations (ex. Unit 1, Lesson 2) and suggest ways to scaffold lesson (ex. Unit 1, Lesson 5). I do not see an explict ELD component within each lesson.	
1	Tips/Advice/Recommendations for specific EL subgroups (e.g recomendations for Cantonese/Mandarin students who may not share numeric system, etc)	I did not see any recommendations for specific EL subgroups.	
1	Modules offer culturally relevant themes and language that allows ELLs to draw from their cultures/languages to better understand and relate to the math problems	I did not see any culturally relevant themes or language that allows ELLs to draw from their own cultures/languages in these units.	
2	Curriculum offers explicit attention to mathematical vocabulary for ELLs, promotes transferability, and emphasized tier 2 and 3 vocabulary development	Before the Unit there are two helpful sections: "Terminology" and "Familiar Terms and Symbols" that includes vocabulary and definitions for unit. Many lessons includes sentence frames to guide oral discussion.	
2	Curriculum provides multiple avenues for ELL understand and manipulate mathematical concepts, including but not limited to MANIPULATIVES.	Suggested tools and representations: Number lines (vertical), personal white boards, place value cards, place value chart , place value disks (concrete or pictorial drawings), tape diagrams (visual). Very few physical manipulatives. Not a great variety of modalites.	
18	**Overall Score**		

IM REVIEW GRADE 4th & Units 1-2

Rating	Criteria for ELL support and academic achievement:	Notes/Evidence
3	Family support and languages available for family/communications	Family Support Letters in Teacher Resource Copy Masters (inclues overview of unit and activities to try at home). I could only find the letters in English. Teammates found Spanish letters.
2	Content available in multiple languages (1-only English, 2-English and Spanish, 3-English, Spanish and some resources in other langauges, 4-all materials in multiple languages)	Spanish curricula seems to be available..
3	Visual scaffolds to support language and content understanding	Multiple repeated cognitive routines that include visuals, including "Which One Doesn't Belong?" (ex. Unit 1, Lesson 1), "Notice, Wonder" (ex. Unit 1, Lesson 8), and choral counts (ex. Unit 1, Lesson 3). Student workbooks include many visuals to support content understanding. Curricula includes real-life pictures.
4	Word problem approach with a language development emphasis (3 reads, word problem deconstruction or similar) that allows students to engage in academic discussions to support mathematical reasoning.	Unit 1, Lesson 6 scaffolded approach to "The Locker Problem". Students had access to visuals to represent their thinking and time to converse with peers. Three-Read Strategy pg. 111 (Teacher Resources Guide) Sentence Frames for disscussion supports p. 112 (Teacher Resources Guide)
2	Strong Integrated ELD component (explicit; in forms of Integrated ELD boxes in the teacher's guide, online, differentiated teacher guide/resource, etc) that supports ELLs learn and use academic language beyond math tier 3 vocabulary, including tier 2 academic vocabulary such as *compare*, *analyze*, *evaluate*, *describe*, *sequence*, *classify*, etc, that helps ELLs move from basic thinking and reasoning to more complex planning, synthesis, problem solving and reasoning skills (Webb;s DOK3-4)	"Access for English Learners" section included throughout units, **but not in every lesson**. Curriculum includes sentence frames, intentional scaffolding (chunking tasks), access to multiple modalities (whiteboard, sticky note, visuals, gestures, concrete objects). Some of the "Access for English Learner" suggestions are not specific to the lesson (somewhat vague). Lessons provide space for student talk throughout (think, pair, share) and require students to explain their math reasoning verbally and in writing.
1	Tips/Advice/Recommendations for specific EL subgroups (e.g recomendations for Cantonese/Mandarin students who may not share numeric system, etc)	I did not see any recommendations for specific EL subgroups.
1	Modules offer culturally relevant themes and language that allows ELLs to draw from their cultures/languages to better understand and relate to the math problems	I did not see any culturally relevant themes or language that allows ELLs to draw from their own cultures/languages in these units.
2	Curriculum offers explicit attention to mathematical vocabulary for ELLs, promotes transferability, and emphasized tier 2 and 3 vocabulary development	I didn't see any specific vocaulary section at the beginning of each lesson which would have been helpful, however under "Access for English Learners" in Unit 1, Lesson 1 there is a list of domain specific vocabulary words (Tier 3). Bolded Tier 3 words appear throughout lessons.
3	Curriculum provides multiple avenues for ELL understand and manipulate mathematical concepts, including but not limited to MANIPULATIVES.	Inch tiles, grid paper, centimeter cubes, coins, rulers, sticky notes, fraction strips. Variety of physical manipulatives.
21	**Overall Score**	

Multiplication

TE	Teacher Edition (MODULE 2)	1. Notes on Pacing for Differentiation: 2. Distribution os instructional minutes: Fluency Practice, Application Problems, Concept Development, Student Debrief. 3. Focus Grade Level Standards; Fundational Standards; Focus Standards for Mathematical Practice; Overview of Module Topics and Lesson Objectives. 4. Terminology (New or recently introduced terms and symbols) + (Familiar terms and symbols) 5. Suggested tools and representations 6. Scaffolds: 7. Assessment Summary		SCAFFOLDS	TE has (for printing): - Problem Set (LSB) - Exit Ticket (LSB) - Homework (SSB)
SSB	Succeed (Student Book) MODULE 1	Two parts: 1. **Homework Helper**: Explanations with scaffolds abut how to solve multiplication problems. It includes some balloon/bubbles to guide the student's thinking as they proceed through the steps of the problem. 2. **Homework**: Activities with scafolds (pictures, sencente frames "*There are _____ groups of triangles*".			
LSB	Learn (Student Book) MODULE 1	Three parts: 1. **Application Problem**: Strategy "Read+Draw+Write". 2. **Problem set**: Scafforlding for how to face multiplication problems. Pictures that REALLY help (= SSB) 3. **Exit Ticket**: 1 or 2 questions. Sometimes with scaffolds (pictures)			
PSB	Practice (Student Book) MODULE 1	Simple black and white activities to practice math facts. No scaffolds.			

EUREKA REVIEW GRADE 3 & MODULE <1>

Rating	Criteria for ELL support and academic achievement:	Notes/Evidence
4	Family support and languages available for family/communications	In SSB, each lesson begins with a "Homework Helper" sheet. This may guide families in helping their students. Could be considered as "support for families". It seems that on the website there is some support for families. There is a section on the web that has advice for parents in SPANISH and in ENGLISH. There is a resource called "Grade Roadmap" that "*explains what your child will be studying in the coming year and shares strategies that you can employ to facilitate learning outside of the classroom.*" Available in SPANISH and ENGLISH. On the website there are also resources as "Homework Helpers", "Homework Helpers Examples" and "Tips for patents". Available in SPANISH and ENGLISH.
2	Content available in multiple languages (1-only English, 2-English and Spanish, 3-English, Spanish and some resources in other langauges, 4-all materials in multiple languages)	Only Spanish and English
3	Visual scaffolds to support language and content understanding	Not in Practice Student Book
3	Word problem approach with a language development emphasis (3 reads, word problem deconstruction or similar) that allows students to engage in academic discussions to support mathematical reasoning.	In LSB: Application Problem - Strategy "Read+Draw+Write". Problem set: Pictures that REALLY help (= SSB) In SSB: Homework Helper always includes visuals that allows students to engage in academic discussions.
2	Strong Integrated ELD component (explicit; in forms of Integrated ELD boxes in the teacher's guide, online, differentiated teacher guide/resource, etc) that supports ELLs learn and use academic language beyond math tier 3 vocabulary, including tier 2 academic vocabulary such as *compare*, *analyze*, *evaluate*, *describe*, *sequence*, *classify*, etc, that helps ELLs move from basic thinking and reasoning to more complex planning, synthesis, problem solving and reasoning skills (Webb;s DOK3-4)	California English Language Development Standards (CA ELD Standards, 2012) Correlation to Eureka Math Explanations of teacher and student actions for the activities that benefit all students and address the needs of ELs. BUT, I don't think that is a STRONG INTEGRATEG ELD component.
1	Tips/Advice/Recommendations for specific EL subgroups (e.g recomendations for Cantonese/Mandarin students who may not share numeric system, etc)	Not available.
1	Modules offer culturally relevant themes and language that allows ELLs to draw from their cultures/languages to better understand and relate to the math problems	Math problems are related to aspects of a child's daily life, but may not be directly related to the ELs' background.
2	Curriculum offers explicit attention to mathematical vocabulary for ELLs, promotes transferability, and emphasized tier 2 and 3 vocabulary development	Some problems contain TIER 2 vocabulary: altogether, compare, capacity, represent, label, measure and record.
1	Curriculum provides multiple avenues for ELL understand and manipulate mathematical concepts, including but not limited to MANIPULATIVES.	The list of manipulative materials that are included in the curriculum and that can help both ELs and other students is available on the web (PDF example). However, it does not appear that this program makes the materials physically available.
19	**Overall Score**	

1	Not present
2	Minimally present, limited or no consistent in most lessons
3	Present, consistent across some lessons
4	Exemplary, consistent across most lessons

3 TIERS of vocabulary

Multiplication

TRG	Teacher Resource Guide	Curriculum overview
TRCM	Teacher Resource Copy Master	
TG	Teacher Guide	Units 1-2
SE	Student Edition	Units 1-2

IM REVIEW GRADE 3 & MODULE <1>

Rating	Criteria for ELL support and academic achievement:	Notes/Evidence
4	Family support and languages available for family/communications	Family Support Materials (also in Spanish) are available on paper (TRCM, p. 4,5) and on the website (also in Spanish)
2	Content available in multiple languages (1-only English, 2-English and Spanish, 3-English, Spanish and some resources in other langauges, 4-all materials in multiple languages)	Teacher Support and Student Handouts are also available in Spanish on the website.
2	Visual scaffolds to support language and content understanding	Some word problems are supported by drawings or diagrams, but many others are not. The TRCP (also foun on the web as "Blackline Masters"), has some visual scaffolds as cards, grids, pattern blocks (paper).
4	Word problem approach with a language development emphasis (3 reads, word problem deconstruction or similar) that allows students to engage in academic discussions to support mathematical reasoning.	"3 Reads Strategy" is included as a part of "Advancing Mathematical Language and Accessfor English Learners" in TRG (p. 110) "Centers" can be a great resource for encouraging dialogue and participation from all students. The warm'up at the begining of the lesson 1 (p.26 TG) has opportunities to talk, ex: "1 minute partner discussion". Most of the "Practice Problems" (SE) include "*Explain or show your reasoning*" in the word problem. This favors that the student has to use the language to explain his thought. Thus, language development is enhanced. The routine "Notice, Wonder" at the beginning of the unit 1 (I don't know if in all of them) is also a good time to encourage language development (including Tier 2 and 3 vocabulary).
3	Strong Integrated ELD component (explicit; in forms of Integrated ELD boxes in the teacher's guide, online, differentiated teacher guide/resource, etc) that supports ELLs learn and use academic language beyond math tier 3 vocabulary, including tier 2 academic vocabulary such as *compare*, *analyze*, *evaluate*, *describe*, *sequence*, *classify*, etc, that helps ELLs move from basic thinking and reasoning to more complex planning, synthesis, problem solving and reasoning skills (Webb;s DOK3-4)	TRG pgs. 106-113: "Advancing Mathematical Language and Accessfor English Learners." In the TG, I can appreciate some small tips to be able to help a little the ELs (ex. pp. 29,36,56). These tips are not consistent across lessons and units. Also, they seem unhelpful to me. Sometimes only says a code - ex. MLR8 In the TG there is some soments where it gives you some tips: "Access for Students with Disabilities". Ex. p.27: "*Representation: Develop Language and Symbols. Activate or supply background knwoledge to help students recall the terms ·picture graph· and ·key·.....*"
1	Tips/Advice/Recommendations for specific EL subgroups (e.g recomendations for Cantonese/Mandarin students who may not share numeric system, etc)	Not available.
1	Modules offer culturally relevant themes and language that allows ELLs to draw from their cultures/languages to better understand and relate to the math problems	The Math problems have prompts referring to aspects of children's daily life (in any culture). I have not specifically seen direct references to any particular culture (Chinese, Guatemalan, Mexican...)
2	Curriculum offers explicit attention to mathematical vocabulary for ELLs, promotes transferability, and emphasized tier 2 and 3 vocabulary development	In **SE**: Some problems contain TIER 2 vocabulary: represent, organize (p.11), collected data (p. 16) Some others contain TIER 3 vocabulary: graph (p.9), expression (p. 13), equations (p.35)
2	Curriculum provides multiple avenues for ELL understand and manipulate mathematical concepts, including but not limited to MANIPULATIVES.	Blackline Masters has a lot of printable papers with visuals that can be laminate for using as a manipulatives. However, it does not appear that this program makes the materials physically available. It is true that in the Centers it says "*provide students with items such as: pattern blocks, connecting cubes, counters...*" (TRG p. 14)
21	**Overall Score**	

	Hours						
Team Member	Week of 2/7	Week of	Week of	Week of	Total	Rate	Final Stipend
Daniela I	1				1	38.5	38.5
Patricia C	1				1	38.5	38.5
Jesus I					0	38.5	0
Morgan P	1				1	38.5	38.5

Snap Shot	Illustrative Math	Eureka Math (w/o L.A. Scores)
Diversity of Authors	Between 3-5	1
1) Representation	-9	4
2) Social Justice	-2	-9
3) Teacher's Material	4	-3
4) Materials / Resources	-10	-4
TOTAL # 1 - 4	-17	-12

Phase 1 Math Adoption Committee

Network	Email	Name	School	Grade/ Position	OUSD 20-21	Yrs. Teaching	Curriculum
2	naomi.bernstein@ousd.org	Naomi Bernstein	Crocker Highlands	4	Yes	6-8 years	
2	sarah-jane.kemp@ousd.org	SarahJayn Kemp	Bridges Academy at Melrose	Instructional	Yes	more than 8 years	
2	julia.smit@ousd.org	Julia Smit	Think College Now	5	Yes	6-8 years	
2	ann.park@ousd.org	Ann Park	Bridges Academy	5	Yes	more than 8 years	
2	miranda.romo@ousd.org	Miranda Romo	Chabot Elementary	4	Yes	more than 8 years	
2	eva.beleche@ousd.org	Eva Beleche	Global Family	4	Yes	more than 8 years	
2	ellen.hum@ousd.org	Ellen Hum	Global Family	5	Yes	more than 8 years	
2	aiko.keen@ousd.org	Aiko Keen	Bridges Academy	2	Yes	more than 8 years	
2	niesha.johnson@ousd.org	Niesha Johnson	Chabot Elementary School	3	Yes	6-8 years	
2	lynda.palma-medellin@ousd.org	Lynda Palma-medellin	Global Family	2	Yes	3 years	
2	dolores.beleche@ousd.org	Dolores Beleche	Global Family	K	Yes	more than 8 years	
2	darlene.perdisatt@ousd.org	darlene perdisatt	Chabot Elementary	2	Yes	more than 8 years	
2	danielle.todaro@ousd.org	Danielle Todaro	Chabot Elementarty School	2	Yes	2 years	
2	jenifer.ettinger@ousd.org	Jenny Ettinger	Chabot Elementary	2	Yes	more than 8 years	
2	sara.shepich@ousd.org	Sara Shepich	Global Family	K	Yes	2 years	
2	tara.singh@ousd.org	Tara Singh	Montclair	1	Yes	more than 8 years	
2	jhannet.acosta@ousd.org	Jhannet Acosta	Montclair Elementary School	1	Yes	more than 8 years	
2	joon.yeider@ousd.org	Joon Yeider	Anthony Chabot Elementary	1	Yes	more than 8 years	
3	hugo.lawton@ousd.org	Hugo Lawton	Greenleaf TK-8	4	Yes	4-5 years	
3	lorilei.aguinaldo@ousd.org	Lori Aguinaldo	Greenleaf	Coach	Yes	more than 8 years	
3	malie.vitousek@ousd.org	Malie Vitousek	Acorn Woodland Elementary	1	Yes	3 years	
3	rachelle.cashion@ousd.org	Rachelle Cashion	Bella Vista Elementary	Instruct Coach	Yes	more than 8 years	
3	leon.pitre@ousd.org	Mary Loeser	Cleveland Elementary	4	Yes	more than 8 years	
3	ryan.johnson@ousd.org	Ryan	RISE Community	5	Yes	more than 8 years	
3	abel.guzman@ousd.org	Abel Guzman	Greenleaf	2	Yes	more than 8 years	
3	jayme.kritzler@ousd.org	Jayme Kritzler	Acorn Woodland Elementary Sc	2	Yes	3 years	
3	marta.saiz-calvo@ousd.org	Marta Saiz-Calvo	Greenleaf	K	Yes	more than 8 years	
3	james.harrison@ousd.org	James Harrison	Chabot Elementary	1	Yes	more than 8 years	
4	sarah.bin@ousd.org	Sarah Bin	Joaquin Miller	4, 5	Yes	more than 8 years	
4	tamara.henry@ousd.org	Tamara Henry	Garfield Elementary	Coach	Yes	more than 8 years	

Network	Email	Name	School	Grade/ Position	OUSD 20-21	Yrs. Teaching	Curriculum
4	yari.ojedasandel@ousd.org	Yari Ojeda Sandel	Glenview Elementary	K	Yes	3 years	
4	matthew.takimoto@ousd.org	Matt Takimoto	Glenview	4	Yes	more than 8 years	
4	patti.cho@ousd.org	Patti Cho	Martin Luther King Jr. Elem.	Instructional	Yes	more than 8 years	
4	james.jacobsii@ousd.org	James Jacobs	MLK	5	Yes	4-5 years	
4	meganrose.tharp@ousd.org	Megan Boyer	MLK	4	Yes	6-8 years	
4	anita.summerlin@ousd.org	Anita Summerlin	Markham	Principal	Yes	more than 8 years	
4	kelly.haider@ousd.org	Kelly Haider	Piedmont Ave. ES	2	Yes	more than 8 years	
4	jason.joseph@ousd.org	Jason D. Joseph	Lockwood	5	Yes	6-8 years	
4	angelique.shivers@ousd.org	Angelique Shivers	Futures at Lockwood	4	Yes	4-5 years	

Phase 2 Math Pilot Committee 20

5	Maryam	Math Adoption	006394	Melissa Barry-Hansen	melissa.barry@ousd.org	Bella Vista	ok
5	Maryam	Math Adoption	022150	Samuel J Petty	samuel.petty@ousd.org	East Oakland PRIDE	ok
5	Maryam	Math Adoption	013205	Ellen HUM	ellen.hum@ousd.org	Global Family	ok
5	Maryam	Math Adoption	027552	Sarah Bin	sarah.bin@ousd.org	Joaquin Miller	ok
5	Maryam	Math Adoption	026404	Peter Wilson	peter.wilson@ousd.org	Sankofa United	ok
4	Maryam	Math Adoption	026431	Mason Reilly	mason.reilly@ousd.org	East Oakland Pride	ok
4	Maryam	Math Adoption	006381	Eva Beleche	eva.beleche@ousd.org	Global Family	ok
4	Maryam	Math Adoption	003323	Kelly McBride	kelly.mcbride@ousd.org	Greenleaf	ok
4	Maryam	Math Adoption	031185	Arielle Brown	arielle.brown@ousd.org	Laurel Elementary	ok
4	Maryam	Math Adoption	025591	Melissa Frost	melissa.frost@ousd.org	Lincoln	ok
4	Maryam	Math Adoption	032317	Samantha Greenberg	samantha.greenberg@ousd.org	Peralta	ok
4	Maryam	Math Adoption	31699	Kate Besocke	katherine.besocke@ousd.org	Peralta Elementary	ok
4	Maryam	Math Adoption	030616	Vivian Yen	vivian.yen@ousd.org	Bridges Academy	ok
3	Maryam	Math Adoption	029626	Heather Peguero	heather.peguero@ousd.org	Bella Vista	ok
3	Maryam	Math Adoption	014644	Veronica Verzosa	veronica.verzosa@ousd.org	Cleveland Elementary	ok
3	Maryam	Math Adoption	005488	Deidre Robinson	deidre.robinson@ousd.org	Joaquin Miller	ok
3	Maryam	Math Adoption	031725	Allisence Chang	allisence.chang@ousd.org	MLK Jr.	ok
2	Maryam	Math Adoption	019265	Aiko Keen	aiko.keen@ousd.org	Bridges Academy	ok
2	Maryam	Math Adoption	011466	Regina V. Brooks-Day	regina.brooks@ousd.org	MLK Jr.	ok
2	Maryam	Math Adoption	017962	Carolina Equihua-Cerda	carolina.cerda@ousd.org	ICS	ok
2	Maryam	Math Adoption	026324	Autumn Belnap	autumn.belnap@ousd.org	Esperanza	ok
1	Maryam	Math Adoption	016198	Vilayphonh (Vila) Wade	vilayphonh.wade@ousd.org	East Oakland Pride	ok
1	Maryam	Math Adoption	001300	James Harrison	james.harrison@ousd.org	Chabot Elementary	ok
K	Maryam	Math Adoption	006382	Dolores Beleche	dolores.beleche@ousd.org	Global Family	ok
K	Maryam	Math Adoption	025749	Kasondra Walsh	kasondra.walsh@ousd.org	Emerson	ok
K	Maryam	Math Adoption	019450	Precious James	precious.james@ousd.org	Madison Primary	ok

Tech Subcommittee

Names	Sites
Laura Shield	Chabot
Marisa Brown	OAK
Precious James	MPA
Mason Reilly	EOP

ELL Subcommittee

Team Member	Site	Grade Level
Daniela I	Global	3
Patricia C	Global	3
Jesus I	Global	5
Morgan, P	Garfield	4

Cultural Responsiveness Subcommittee

Name	Site
Deirdre Robinson	Joaquin Miller
Veronica Verzosa	Cleveland
Samuel Petty	East Oakland Pride
Vivian Yen	Bridges at Melrose

Form Responses

Timestamp	Email Address	Which program are you reviewing?	Common Core Aligned Rigorous Tasks - Numerical Rating:	Common Core Aligned Rigorous Tasks - Comments:	Lesson and Unit Design - Numerical Rating:	Lesson and Unit Design - Comments:	Differentiation (Universal Access) - Numerical Rating:	Differentiation (Universal Access) - Comments:	Usability - Numerical Rating:	Usability - Comments:	Additional Considerations - Numerical Rating:	Additional Considerations - Comments:	Overall recommendation: Should we consider this program to pilot?
5/13/2020 13:24:59	aiko.keen@ousd.org	Bridges	2 = yes		2 = yes		2 = yes		1 = partially	This curriculum seems	1 = partially		Yes
5/13/2020 13:26:01	aiko.keen@ousd.org	SWUN	1 = partially		1 = partially		1 = partially		1 = partially		1 = partially		Yes
5/13/2020 14:51:55	aiko.keen@ousd.org	Envision	2 = yes		2 = yes		2 = yes		1 = partially		1 = partially		Yes
4/29/2020 13:05:32	anita.summerlin@ousd.org	SWUN	2 = yes	Tasks are rigorous and	2 = yes		2 = yes	Includes accommodati	2 = yes	Very easy to use wher	2 = yes		Yes
5/2/2020 17:03:24	ann.park@ousd.org	SWUN	1 = partially	- Applied and embedde	1 = partially	- Mix of word problems	1 = partially	- Tells students that fra	1 = partially	- Graphics and page la	2 = yes	- Visually well organize	No
5/2/2020 17:07:23	ann.park@ousd.org	Envision	2 = yes	- SMPs highlighted in e	1 = partially	- Topic planner (lists m	1 = partially	- Some offered (ongoir	2 = yes	- Easy to use format ar	1 = partially	- Technology support- \	No
5/3/2020 20:00:49	ann.park@ousd.org	Bridges	1 = partially	- Explanations of what	1 = partially	- Some lessons have a	1 = partially	- Intervention kits with	1 = partially	- Professional develop	1 = partially	- Student workbook ha	No
5/12/2020 19:32:32	dolores.beleche@ousd.org	Bridges	2 = yes	CCSS / Standards of M	2 = yes	super easy to understa	2 = yes	Explicit language deve	2 = yes	Because of spiral learn	2 = yes	well organized, student	Yes
5/13/2020 19:29:13	dolores.beleche@ousd.org	SWUN	1 = partially	Easy access to correla	1 = partially	Simple format to follow	2 = yes	Plenty of opportunities	2 = yes	Easy to follow and plen	2 = yes	Everything is in both S	No
5/14/2020 18:22:48	dolores.beleche@ousd.org	Envision	2 = yes	Common Core Standa	2 = yes	I enjoyed looking at thi	2 = yes	Program is well equipp	2 = yes	Teacher friendly, easy	2 = yes	As mentioned above, t	Yes
5/9/2020 0:41:19	ellen.hum@ousd.org	Bridges	2 = yes	standards listed, descri	2 = yes	Unit and lessons clearl	0 = no	i didn't see any differer	1 = partially	it is well organized but	0 = no	This program is really d	No
5/9/2020 0:57:54	ellen.hum@ousd.org	SWUN	2 = yes	Standards listed and th	2 = yes	Clear, simple design, T	2 = yes	Spanish version, sente	2 = yes	Nice clean design. not	2 = yes	I really like this one. It's	Yes
5/9/2020 1:21:10	ellen.hum@ousd.org	Envision	2 = yes		1 = partially	Too complicated, too n	0 = no	No Spanish version. H	0 = no	There's too much going	0 = no	This is my least favorit	No
5/14/2020 20:20:27	eva.beleche@ousd.org	SWUN	2 = yes	procedural and concep	1 = partially		1 = partially	Materials in Spanish	2 = yes		2 = yes		Yes
5/14/2020 20:48:07	eva.beleche@ousd.org	Envision	1 = partially		1 = partially	Pick a Project is a grea	2 = yes		1 = partially	too much going on in th	2 = yes	materials in Spanish	No
5/14/2020 21:53:07	eva.beleche@ousd.org	Bridges	2 = yes		2 = yes	Teacher Manual Lesso	2 = yes		2 = yes		1 = partially		Yes
5/13/2020 11:57:23	hannah.galvin@ousd.org	Bridges	1 = partially	Opportunities for hand	2 = yes	Skills and Concepts ar	2 = yes	Number corner in lowe	1 = partially		0 = no		No
5/13/2020 12:10:20	hannah.galvin@ousd.org	SWUN	2 = yes	Encourages critical thir	2 = yes	Standards based calen	2 = yes	Scaffolding is embedd	2 = yes	The website appears to	0 = no		Yes
5/13/2020 12:21:04	hannah.galvin@ousd.org	Envision	2 = yes	Presents opportunities	1 = partially	Content is highly geare	1 = partially	Opportunities for enric	0 = no	This website was diffic	0 = no		No
5/11/2020 15:31:05	joon.yeider@ousd.org	Bridges	2 = yes	Money is not part of th	2 = yes		0 = no	If it's there, it is not eas	1 = partially	Everything has to be p	1 = partially	Question of what mate	No
5/11/2020 15:50:24	joon.yeider@ousd.org	SWUN	1 = partially		1 = partially		2 = yes		1 = partially		1 = partially		No
5/11/2020 19:00:53	joon.yeider@ousd.org	Envision	2 = yes	Yes, has work on proce	2 = yes	well laid out	2 = yes	center kits look interes	2 = yes	Yes on common stude	2 = yes	Section focusing on EL	Yes
5/15/2020 11:10:55	julia.smit@ousd.org	Bridges	2 = yes		1 = partially		1 = partially		1 = partially		1 = partially		No
5/15/2020 11:13:18	julia.smit@ousd.org	SWUN	2 = yes		1 = partially		0 = no		1 = partially		1 = partially		No
5/15/2020 11:15:03	julia.smit@ousd.org	Envision	2 = yes		1 = partially		1 = partially		1 = partially		0 = no		No
5/11/2020 23:09:21	kelly.haider@ousd.org	Bridges	1 = partially	Tasks were related to s	0 = no	I am not a fan of how t	1 = partially	I think our ELLs and st	1 = partially	There are aspects of th	0 = no	Overall way too wordy!	No
5/14/2020 23:13:04	kelly.haider@ousd.org	SWUN	1 = partially	I love the group tasks t	2 = yes	This is one area about	1 = partially	In theory Swun makes	1 = partially	This has been fairly ea	1 = partially	I have been using Swu	Yes
5/18/2020 15:49:49	kelly.haider@ousd.org	Envision	2 = yes	I like the task at the en	2 = yes	Very easy and clear to	2 = yes	LOVE the response to	2 = yes	After personally using t	2 = yes	I like the layout and de	Yes
5/11/2020 18:06:48	meganrose.tharp@ousd.org	Bridges	2 = yes		2 = yes		2 = yes	Didn't seen anything fo	1 = partially	Seems very dry and bo	1 = partially	It doesn't seem like a b	No
5/13/2020 10:23:57	meganrose.tharp@ousd.org	SWUN	2 = yes		2 = yes		2 = yes	Although the videos ar	2 = yes	I like how it is each to s	2 = yes	It could be a little more	Yes
5/13/2020 10:31:27	meganrose.tharp@ousd.org	Envision	2 = yes		2 = yes		2 = yes		2 = yes	I found it very easy to u	2 = yes	To me, this seems the	Yes
5/15/2020 13:23:43	naomi.bernstein@ousd.org	Bridges	2 = yes	It is clearly labeled for	2 = yes	Takes some time to ge	2 = yes	Many opportunities usi	2 = yes	Takes a little while to g	2 = yes	There are some techno	Yes
5/15/2020 15:01:50	naomi.bernstein@ousd.org	SWUN	2 = yes	The mathematical prac	1 = partially	A lot of the lessons see	1 = partially	I like that there are les	1 = partially	Pretty straightforward.	2 = yes	The videos don't seem	Yes
5/15/2020 15:42:29	naomi.bernstein@ousd.org	Envision	2 = yes	Standards and math pr	1 = partially	I wish there were more	2 = yes	There are a lot of grea	2 = yes	I don't see anything ab	1 = partially	I am curious how much	Yes
5/15/2020 13:52:58	niesha.johnson@ousd.org	SWUN	2 = yes		2 = yes		1 = partially	There is some differen	2 = yes	For student use, the ta	1 = partially		No
5/15/2020 14:20:32	niesha.johnson@ousd.org	Envision	2 = yes		2 = yes		2 = yes		2 = yes		2 = yes		Yes
5/11/2020 10:54:54	patti.cho@ousd.org	SWUN	2 = yes	Everything is aligned to	2 = yes	In every lesson, senter	2 = yes	There is also the Spec	2 = yes	Easy to follow TE and	2 = yes	Math tools tab allow m	Yes
5/12/2020 0:01:03	patti.cho@ousd.org	Envision	2 = yes	Everything is aligned to	2 = yes	Coherence and connec	2 = yes	All kinds of support are	2 = yes	It's very user-friendly w	2 = yes	The program is compre	Yes
5/13/2020 8:13:21	rachelle.cashion@ousd.org	Bridges	2 = yes	The tasks are specific	2 = yes	The format seems to b	2 = yes	Within lessons, suppor	1 = partially	Each program seems t	1 = partially, 2 = yes	I really like the home to	Yes
5/13/2020 11:58:39	rachelle.cashion@ousd.org	SWUN	2 = yes		1 = partially	Quite a bit of repetitive	2 = yes	RE-engage and Advan	1 = partially	I think I am looking at t	1 = partially	I feel like it has a lot of	No
5/13/2020 12:16:14	rachelle.cashion@ousd.org	Envision	2 = yes		2 = yes	Great!!	2 = yes	There are many avenu	2 = yes	I found simply changi	2 = yes	This is an online platfo	Yes
5/15/2020 12:58:33	ryan.johnson@ousd.org	Bridges	1 = partially	The curriculum appear	1 = partially	It is unclear to me afte	1 = partially	There is a spanish tran	2 = yes	The lessons and mater	2 = yes	Given that it appears th	Yes
5/15/2020 13:15:18	ryan.johnson@ousd.org	SWUN	0 = no	After exploring multiple	2 = yes	The lesson design is w	1 = partially	There is little evidence	2 = yes	The curriculum materia	2 = yes	This curriculum does n	No
5/15/2020 13:33:55	ryan.johnson@ousd.org	Envision	1 = partially	After exploring multiple	2 = yes	The units are designed	1 = partially	There were strong sect	1 = partially	The pages of this curri	2 = yes	Although this curriculur	No
5/2/2020 15:43:30	sarah-jane.kemp@ousd.org	SWUN	1 = partially	The definition of rigor i	1 = partially	Again, the lessons follo	1 = partially	The curriculum provide	1 = partially	A teacher could open u	2 = yes	Very accessible online	No
5/3/2020 10:48:35	sarah-jane.kemp@ousd.org	Envision	1 = partially	I had difficulty with son	2 = yes	Very well laid out curri	1 = partially	The lessons did include	2 = yes	The units were easy to	1 = partially	Very strong online com	Yes
5/3/2020 23:48:28	sarah-jane.kemp@ousd.org	Bridges	1 = partially	The tasks, especially in	2 = yes	The lessons were in a	2 = yes	Varying tools and meth	2 = yes	Very user friendly curri	2 = yes	The student answer sh	Yes
5/12/2020 11:41:55	tamara.henry@ousd.org	Bridges	2 = yes	Strong balance of cond	1 = partially	The organization of the	1 = partially	Encourages multiple e	1 = partially	Clear examples but SO	2 = yes	Materials seemed enga	Yes
5/15/2020 17:32:10	tamara.henry@ousd.org	SWUN	0 = no	The tasks are mostly n	0 = no	The units are not organ	0 = no	There are not flexible s	1 = partially	The lessons are easy t	1 = partially	There are Spanish mat	No
5/15/2020 21:13:10	tamara.henry@ousd.org	Envision	1 = partially	Seems to be aligned to	1 = partially	There are so many uni	2 = yes	The lessons encourage	1 = partially	There are so many uni	1 = partially	Some of the online cor	Yes

In Order By Program

Timestamp	Email Address	Which program are you reviewing?	Common Core Aligned Rigorous Tasks - Numerical Rating:	Common Core Aligned Rigorous Tasks - Comments:	Lesson and Unit Design - Numerical Rating:	Lesson and Unit Design - Comments:	Differentiation (Universal Access) - Numerical Rating:	Differentiation (Universal Access) - Comments:	Usability - Numerical Rating:	Usability - Comments:	Additional Considerations - Numerical Rating:	Additional Considerations - Comments:	Overall recommendation: Should we consider this program to pilot?
5/3/2020 20:00:49	ann.park@ousd.org	Bridges	1 = partially	- Explanations of what s	1 = partially	- Some lessons have a	1 = partially	- Intervention kits with n	1 = partially	- Professional developn	1 = partially	- Student workbook has	No
5/3/2020 23:48:28	sarah-jane.kemp@ousd	Bridges	1 = partially	The tasks, especially in	2 = yes	The lessons were in a k	2 = yes	Varying tools and meth	2 = yes	Very user friendly curric	2 = yes	The student answer she	Yes
5/9/2020 0:41:19	ellen.hum@ousd.org	Bridges	2 = yes	standards listed, descrip	2 = yes	Unit and lessons clearly	0 = no	i didn't see any differenti	1 = partially	it is well organized but t	0 = no	This program is really d	No
5/11/2020 15:31:05	joon.yeider@ousd.org	Bridges	2 = yes	Money is not part of the	2 = yes		0 = no	If it's there, it is not easi	1 = partially	Everything has to be pr	1 = partially	Question of what mater	No
5/11/2020 18:06:48	meganrose.tharp@ousd	Bridges	2 = yes		2 = yes		2 = yes	Didn't seen anything for	1 = partially	Seems very dry and bo	1 = partially	It doesn't seem like a ba	No
5/11/2020 23:09:21	kelly.haider@ousd.org	Bridges	1 = partially	Tasks were related to st	0 = no	I am not a fan of how th	1 = partially	I think our ELLs and stu	1 = partially	There are aspects of th	0 = no	Overall way too wordy!!	No
5/12/2020 11:41:55	tamara.henry@ousd.or	Bridges	2 = yes	Strong balance of concc	1 = partially	The organization of the	1 = partially	Encourages multiple en	1 = partially	Clear examples but SO	2 = yes	Materials seemed engag	Yes
5/12/2020 19:32:32	dolores.beleche@ousd.	Bridges	2 = yes	CCSS / Standards of M	2 = yes	super easy to understar	2 = yes	Explicit language develc	2 = yes	Because of spiral learni	2 = yes	well organized, student	Yes
5/13/2020 8:13:21	rachelle.cashion@ousd	Bridges	2 = yes	The tasks are specific a	2 = yes	The format seems to be	2 = yes	Within lessons, support	1 = partially	Each program seems to	1 = partially, 2 = yes	I really like the home to	Yes
5/13/2020 11:57:23	hannah.galvin@ousd.o	Bridges	1 = partially	Opportunities for hands	2 = yes	Skills and Concepts are	2 = yes	Number corner in lower	1 = partially		0 = no		No
5/13/2020 13:24:59	aiko.keen@ousd.org	Bridges	2 = yes		2 = yes		2 = yes		1 = partially	This curriculum seems	1 = partially		Yes
5/14/2020 21:53:07	eva.beleche@ousd.org	Bridges	2 = yes		2 = yes	Teacher Manual Lesson	2 = yes		2 = yes		1 = partially		Yes
5/15/2020 11:10:55	julia.smit@ousd.org	Bridges	2 = yes		1 = partially		1 = partially		1 = partially		1 = partially		No
5/15/2020 12:58:33	ryan.johnson@ousd.or	Bridges	1 = partially	The curriculum appears	1 = partially	It is unclear to me after	1 = partially	There is a spanish trans	2 = yes	The lessons and materi	2 = yes	Given that it appears th	Yes
5/15/2020 13:23:43	naomi.bernstein@ousd	Bridges	2 = yes	It is clearly labeled for th	2 = yes	Takes some time to get	2 = yes	Many opportunities usir	2 = yes	Takes a little while to ge	2 = yes	There are some techno	Yes
5/2/2020 17:07:23	ann.park@ousd.org	Envision	2 = yes	- SMPs highlighted in e	1 = partially	- Topic planner (lists ma	1 = partially	- Some offered (ongoin	2 = yes	- Easy to use format an	1 = partially	- Technology support- V	No
5/3/2020 10:48:35	sarah-jane.kemp@ousd	Envision	1 = partially	I had difficulty with som	2 = yes	Very well laid out curric	1 = partially	The lessons did include	2 = yes	The units were easy to	1 = partially	Very strong online com	Yes
5/9/2020 1:21:10	ellen.hum@ousd.org	Envision	2 = yes		1 = partially	Too complicated, too mu	0 = no	No Spanish version. Hi	0 = no	There's too much going	0 = no	This is my least favorite	No
5/11/2020 19:00:53	joon.yeider@ousd.org	Envision	2 = yes	Yes, has work on proce	2 = yes	well laid out	2 = yes	center kits look interesti	2 = yes	Yes on common studen	2 = yes	Section focusing on EL	Yes
5/12/2020 0:01:03	patti.cho@ousd.org	Envision	2 = yes	Everything is aligned to	2 = yes	Coherence and connec	2 = yes	All kinds of support are	2 = yes	It's very user-friendly wi	2 = yes	The program is compret	Yes
5/13/2020 10:31:27	meganrose.tharp@ousd	Envision	2 = yes		2 = yes		2 = yes		2 = yes	I found it very easy to u	2 = yes	To me, this seems the r	Yes
5/13/2020 12:16:14	rachelle.cashion@ousd	Envision	2 = yes		2 = yes	Great!!	2 = yes	There are many avenue	2 = yes	I found simply changir	2 = yes	This is an online platfor	Yes
5/13/2020 12:21:04	hannah.galvin@ousd.o	Envision	2 = yes	Presents opportunities t	1 = partially	Content is highly geare	1 = partially	Opportunities for enrich	0 = no	This website was difficu	0 = no		No
5/13/2020 14:51:55	aiko.keen@ousd.org	Envision	2 = yes		2 = yes		2 = yes		1 = partially		1 = partially		Yes
5/14/2020 18:22:48	dolores.beleche@ousd.	Envision	2 = yes	Common Core Standar	2 = yes	I enjoyed looking at this	2 = yes	Program is well equippe	2 = yes	Teacher friendly, easy t	2 = yes	As mentioned above, th	Yes
5/14/2020 20:48:07	eva.beleche@ousd.org	Envision	1 = partially		1 = partially	Pick a Project is a great	2 = yes		1 = partially	too much going on in th	2 = yes	materials in Spanish	No
5/15/2020 11:15:03	julia.smit@ousd.org	Envision	2 = yes		1 = partially		1 = partially		1 = partially		0 = no		No
5/15/2020 13:33:55	ryan.johnson@ousd.or	Envision	1 = partially	After exploring multiple	2 = yes	The units are designed	1 = partially	There were strong secti	1 = partially	The pages of this curric	2 = yes	Although this curriculun	No
5/15/2020 14:20:32	niesha.johnson@ousd.	Envision	2 = yes		2 = yes		2 = yes		2 = yes		2 = yes		Yes
5/15/2020 15:42:29	naomi.bernstein@ousd	Envision	2 = yes	Standards and math pra	1 = partially	I wish there were more v	2 = yes	There are a lot of great	2 = yes	I don't see anything abo	1 = partially	I am curious how much	Yes
5/15/2020 21:13:10	tamara.henry@ousd.or	Envision	1 = partially	Seems to be aligned to	1 = partially	There are so many units	2 = yes	The lessons encourage	1 = partially	There are so many unit	1 = partially	Some of the online com	Yes
5/18/2020 15:49:49	kelly.haider@ousd.org	Envision	2 = yes	I like the task at the end	2 = yes	Very easy and clear to u	2 = yes	LOVE the response to i	2 = yes	After personally using n	2 = yes	I like the layout and des	Yes
4/29/2020 13:05:32	anita.summerlin@ousd	SWUN	2 = yes	Tasks are rigorous and	2 = yes		2 = yes	Includes accommodatio	2 = yes	Very easy to use when	2 = yes		Yes
5/2/2020 15:43:30	sarah-jane.kemp@ousd	SWUN	1 = partially	The definition of rigor in	1 = partially	Again, the lessons follo	1 = partially	The curriculum provides	1 = partially	A teacher could open u	2 = yes	Very accessible online r	No
5/2/2020 17:03:24	ann.park@ousd.org	SWUN	1 = partially	- Applied and embedde	1 = partially	- Mix of word problems	1 = partially	- Tells students that frac	1 = partially	- Graphics and page lay	2 = yes	- Visually well organized	No
5/9/2020 0:57:54	ellen.hum@ousd.org	SWUN	2 = yes	Standards listed and the	2 = yes	Clear, simple design, TI	2 = yes	Spanish version, senter	2 = yes	Nice clean design. not t	2 = yes	I really like this one. It's	Yes
5/11/2020 10:54:54	patti.cho@ousd.org	SWUN	2 = yes	Everything is aligned to	2 = yes	In every lesson, senten	2 = yes	There is also the Specia	2 = yes	Easy to follow TE and v	2 = yes	Math tools tab allow ma	Yes
5/11/2020 15:50:24	joon.yeider@ousd.org	SWUN	1 = partially		1 = partially		2 = yes		1 = partially		1 = partially		No
5/13/2020 10:23:57	meganrose.tharp@ousd	SWUN	2 = yes		2 = yes		2 = yes	Although the videos are	2 = yes	I like how it is each to s	2 = yes	It could be a little more e	Yes
5/13/2020 11:58:39	rachelle.cashion@ousd	SWUN	2 = yes		1 = partially	Quite a bit of repetitive p	2 = yes	RE-engage and Advanc	1 = partially	I think I am looking at th	1 = partially	I feel like it has a lot of r	No
5/13/2020 12:10:20	hannah.galvin@ousd.o	SWUN	2 = yes	Encourages critical thin	2 = yes	Standards based calenc	2 = yes	Scaffolding is embedde	2 = yes	The website appears to	0 = no		Yes
5/13/2020 13:26:01	aiko.keen@ousd.org	SWUN	1 = partially		1 = partially		1 = partially		1 = partially		1 = partially		Yes
5/13/2020 19:29:13	dolores.beleche@ousd.	SWUN	1 = partially	Easy access to correlat	1 = partially	Simple format to follow i	2 = yes	Plenty of opportunities t	2 = yes	Easy to follow and plent	2 = yes	Everything is in both Sp	No
5/14/2020 20:20:27	eva.beleche@ousd.org	SWUN	2 = yes	procedural and concept	1 = partially		1 = partially	Materials in Spanish	2 = yes		2 = yes		Yes
5/14/2020 23:13:04	kelly.haider@ousd.org	SWUN	1 = partially	I love the group tasks th	2 = yes	This is one area about S	1 = partially	In theory Swun makes i	1 = partially	This has been fairly eas	1 = partially	I have been using Swur	Yes
5/15/2020 11:13:18	julia.smit@ousd.org	SWUN	2 = yes		1 = partially		0 = no		1 = partially		1 = partially		No
5/15/2020 13:15:18	ryan.johnson@ousd.or	SWUN	0 = no	After exploring multiple	2 = yes	The lesson design is we	1 = partially	There is little evidence i	2 = yes	The curriculum material	2 = yes	This curriculum does no	No
5/15/2020 13:52:58	niesha.johnson@ousd.	SWUN	2 = yes		2 = yes		1 = partially	There is some differenti	2 = yes	For student use, the tas	1 = partially		No
5/15/2020 15:01:50	naomi.bernstein@ousd	SWUN	2 = yes	The mathematical practi	1 = partially	A lot of the lessons see	1 = partially	I like that there are less	1 = partially	Pretty straightforward. I	2 = yes	The videos don't seem	Yes
5/15/2020 17:32:10	tamara.henry@ousd.or	SWUN	0 = no	The tasks are mostly no	0 = no	The units are not organ	0 = no	There are not flexible sc	1 = partially	The lessons are easy to	1 = partially	There are Spanish mate	No

Timestamp | Email Address | Which program are you | Common Core Aligned | Common Core Aligned | Lesson and Unit Design | Lesson and Unit Design | Differentiation (Universa | Differentiation (Universa | Usability - Numerical Ra | Usability - Comments: | Additional Consideratio | Additional Consideratio | Overall recommendation: Should we consider this program to pilot?

SWUN

Timestamp	Email Address	Which program are you reviewing?	Common Core Aligned Rigorous Tasks - Numerical Rating:	Common Core Aligned Rigorous Tasks - Comments:	Lesson and Unit Design - Numerical Rating:	Lesson and Unit Design - Comments:	Differentiation (Universal Access) - Numerical Rating:	Differentiation (Universal Access) - Comments:	Usability - Numerical Rating:	Usability - Comments:	Additional Considerations - Numerical Rating:	Additional Considerations - Comments:	Overall recommendation: Should we consider this program to pilot?
4/29/2020 13:05:32	anita.summerlin@ousd.org	SWUN	2 = yes	Tasks are rigorous and common core aligned. Tasks include conceptual and numerical understanding	2 = yes		2 = yes	Includes accommodations for special education.	2 = yes	Very easy to use when coaching is included	2 = yes		Yes
5/2/2020 15:43:30	sarah-jane.kemp@ousd.org	SWUN	1 = partially	The definition of rigor includes application, procedure, and conceptual understanding. I see this curriculum as leaning too heavily on procedure and application (though not students determining the application) to be truly considered rigorous.	1 = partially	Again, the lessons follow a logical progression, but they do not seem to allow for exploration and discovery on the students' part . . . nor do they really allow for independent reasoning in most cases.	1 = partially	The curriculum provides Spanish translation, which allows access for dual language schools. I did not see a lot of great content in the way of academic differentiation.	1 = partially	A teacher could open up this curriculum with no prep and teach to the middle of his or her students' understandings. However, it looks like the lift for enrichment or reteaching / differentiation would rest all on the teacher's shoulders to come up with independent lesson plans.	2 = yes	Very accessible online curriculum.	No
5/2/2020 17:03:24	ann.park@ousd.org	SWUN	1 = partially	- Applied and embedded SMPs - Aligns to content standards - Emphasis on algorithm before conceptual knowledge is built--not enough time for students to figure out things on their own...they are told what and how to do it - Work has procedural practice and lots of word problems - Work allows for productive struggle - SMP posters - Online procedural facts practice with arrays for support	1 = partially	- Mix of word problems and just equations - However, tells students that 2 divided by 3 is the same as ⅔ before having kids model and figure that out - HW format is like the lesson format (problems are similar) - HW has only 7-8 problems (good!) - Has re-engagement and extra problems - Input/model, structured guided practice with A/B partners, final check for understanding, student practice (individual) - Students work on explaining their thinking in writing and orally - Assessments have multiple choice that sometimes have more than one answer - Students don't get the opportunity to generalize because teacher models the algorithm before conceptual understanding is built	1 = partially	- Tells students that fractions are division--doesn't let kids explore the notion first (tells the generalization before students have enough examples to discover the pattern themselves--leave little room for critical thinking that is not teacher-led) - Lots of visuals - Structure is pretty much whole class, pairs, then finally individual - Problem solving plan graphic organizers	1 = partially	- Graphics and page layout are easy for teacher to follow - Student pages have lots of white space (good!--gives students room to do their work) and graphics - Student page has place to write objectives and has vocabulary and notes there for students - Online math tools - Didn't see materials to build teacher understanding of content	2 = yes	- Visually well organized with lots of white space--not too cluttered - Math facts practice online (e.g., multiplication with arrays to support) - Spanish materials available - Letters home in Spanish	No
5/9/2020 0:57:54	ellen.hum@ousd.org	SWUN	2 = yes	Standards listed and there is description of what was learned in previous grade and what will be learned. Big Picture. Parts of lesson clearly numbered and explained.	2 = yes	Clear, simple design, There is a vocabulary box, Learning objective that begins with Today I will ... Lesson is divided into modeling, guided practice and independent practice. The lessons are also in Spanish. with Extended activities and recordings of lessons.	2 = yes	Spanish version, sentence frames, Learning objectives frames, Simple clear instructions to follow, clear visuals, homework mirrors what was learned that day. Repetition of skills. The lessons are divided into PROCEDURAL and CONCEPTUAL.	2 = yes	Nice clean design. not too much reading. A new teacher can understand and use this right away. Love the differentiation between PROCEDURAL and CONCEPTUAL.	2 = yes	I really like this one. It's simple easy to use. kid friendly language both for teachers and students. I love the Procedural and Conceptual lessons. I like that the homework is always what was learned that day in class.	Yes
5/11/2020 10:54:54	patti.cho@ousd.org	SWUN	2 = yes	Everything is aligned to CCSS-M. The Mathematical Practices are incorporated and even fine-tuned to be whether they are applied or embedded in the lessons. Strong support of procedural fluency through the 20-minute Beyond the Basic Facts practice daily.	2 = yes	In every lesson, sentence frames are given to support students' academic discourse in use of mathematical practices. The discovery lessons are very structured, connected to real world, and require group collaboration to accomplish.	2 = yes	There is also the Special Education book to support students with special needs.	2 = yes	Easy to follow TE and videos to support teacher learning of standards, content, and pedagogy.	2 = yes	Math tools tab allow manipulatives to be used digital to support conceptual understanding.	Yes
5/11/2020 15:50:24	joon.yeider@ousd.org	SWUN	1 = partially		1 = partially		2 = yes		1 = partially		1 = partially		No
5/13/2020 10:23:57	meganrose.tharp@ousd.org	SWUN	2 = yes		2 = yes		2 = yes	Although the videos are a bit dry, I love how there is a short video to play at the beginning of each lesson. I also like there is re-engage for each unit as well. That can be used for small group and reteaching.	2 = yes	I like how it is each to search by each unit. Using this online platform was easy for me to move around and find things. (assessments, answer keys, Spanish materials)	2 = yes	It could be a little more exciting for students (again the videos) but the problems are big on the page, there is plenty of practice problems, and I found the way they designed certain questions (multiplication factors) was very easy for students to understand.	Yes

Timestamp	Email Address	Which program are you reviewing?	Common Core Aligned Rigorous Tasks - Numerical Rating:	Common Core Aligned Rigorous Tasks - Comments:	Lesson and Unit Design - Numerical Rating:	Lesson and Unit Design - Comments:	Differentiation (Universal Access) - Numerical Rating:	Differentiation (Universal Access) - Comments:	Usability - Numerical Rating:	Usability - Comments:	Additional Considerations - Numerical Rating:	Additional Considerations - Comments:	Overall recommendation: Should we consider this program to pilot?
5/13/2020 11:58:39	rachelle.cashion@ousd.org	SWUN	2 = yes		1 = partially	Quite a bit of repetitive practice. Also, I like students to learn to make a model or diagram or picture of their work without being given a template. This gave the template and repeated making students use the same one over and over. This was in a particular lesson on fractions but seemed to follow through in re-engage activites as well.	2 = yes	RE-engage and Advance activities are great for reteaching as well as academic group discussion for EL's with peers. Everyone would benefit!	1 = partially	I think I am looking at these programs now differently that we are weeks in to SIP. I don't think this has the capacity to support distance learning as I think others can. It feels clunky to navigate.	1 = partially	I feel like it has a lot of repetitive practice. The re-engage on one 4th grade fractions strand was repeated problems, same format...not allowing students growth and exploration in trying maybe circles instead of bars for their fractions.	No
5/13/2020 12:10:20	hannah.galvin@ousd.org	SWUN	2 = yes	Encourages critical thinking and planning with the Think, plan, solve, check problem solving plan. Different interactive activities are embedded, allowing students to collaborate and work hands-on to think and solve problems.	2 = yes	Standards based calendar is helpful for long term planning. The lessons are simple for teachers to access daily, and provide important snap shots (ie key vocabulary and considerations, mini posters).	2 = yes	Scaffolding is embedded into lessons and units, including fluency practice and basic facts checking.	2 = yes	The website appears to be very organized and accessible. The resources offered are extensive for teachers as well as students (ie online activities, re-engagement).	0 = no		Yes
5/13/2020 13:26:01	aiko.keen@ousd.org	SWUN	1 = partially		1 = partially		1 = partially		1 = partially		1 = partially		Yes
5/13/2020 19:29:13	dolores.beleche@ousd.org	SWUN	1 = partially	Easy access to correlation of lessons/common core standards/mathematical practices, I'm afraid I didn't notice the tasks for the lessons/units	1 = partially	Simple format to follow in every lesson with sections of I do, we do, you do, plus the homework, reengage and extra practice. Table of contents allows us to see the sequence of lessons. Lesson simple/dry, too plain for me, I felt that it was missing something, a gap and made me feel uneasy considering my past experiences with math.	2 = yes	Plenty of opportunities to differentiate both for ELL students, with sentence frames, SPED with special editions, and with tech(math tools/videos) for all.	2 = yes	Easy to follow and plenty of resources can be found on website	2 = yes	Everything is in both Spanish and English, loved their unit parent letter because not only did it give a quick glimpse to the unit and what is expected of student to learn, but it also suggested questions that parents could ask their child at home about the math they are learning.	No
5/14/2020 20:20:27	eva.beleche@ousd.org	SWUN	2 = yes	procedural and conceptual lesson	1 = partially		1 = partially	Materials in Spanish	2 = yes		2 = yes		Yes
5/14/2020 23:13:04	kelly.haider@ousd.org	SWUN	1 = partially	I love the group tasks that are designed as part of each unit. This has helped increase the rigor and math language within my classroom for my students. However, I don't always feel that the tasks are targeted correctly at times. Also, many of the tasks end up getting cut because there is more content than days in the year.	2 = yes	This is one area about Swun that I love. The lesson and unit are well designed and planned out. Other curriculum often jumps all over the place whereas Swun starts with one then introduces strategies and then progressively gets more difficult. This as helped my students especially with more difficult concepts. The biggest problem I have with the design is the pacing that it requires which goes WAY faster than it should. The other problem is all the prep work it takes the first 2 years (LOTS anchor charts and daily objectives - save them!!!). Lastly, the daily addition of BTBF has GREATLY helped my students know their math facts and different math properties.	1 = partially	In theory Swun makes it seem like this would work however in reality it doesn't. Students are suppose to do the work for student practice and then go to small group for reaching a consensus and then present work. This is suppose to give you time to work with students who need additional support however it never ends up working like that. The students who understand math complete the 6 problems (plus the challenge problems) then go to their small group. You're overseeing everything and answering questions plus doing the final check for understanding before releasing students for independent worK. By the time you get around to helping your small group you maybe get to do one problem with them. However, each year you do this program it DOES become easier.	1 = partially	This has been fairly easy to implement and use. The hardest part is all the prep of daily actor charts. However, the website has EVERYTHING you need as well as the teacher guide and student journals. The students love writing their objective for the day in their book, It also has an area for POD and set up for "I do", "We do" and "You do".	1 = partially	I have been using Swun Math for the last 2 years. There are definitely some things that I feel have greatly helped my students (specifically the strategies and how they are introduced and BTBF) however because I have been using this curriculum there are also challenges that I can speak to that other people just reviewing this curriculum would not be aware of. Overall, while there are challenges with Swun, I think there has also been growth and a better foundation my students have in the mathematical understanding than they had with previous curriculum.	Yes
5/15/2020 11:13:18	julia.smit@ousd.org	SWUN	2 = yes		1 = partially		0 = no		1 = partially		1 = partially		No
5/15/2020 13:15:18	ryan.johnson@ousd.org	SWUN	0 = no	After exploring multiple grades over several days I saw a common pattern developing. The curriculum is mostly based on calculation practice in most lessons. I saw very little evidence of any daily application to word problems. Even when looking through the extra practice pages, there was a big lack of word problem and application opportunities.	2 = yes	The lesson design is well organized in terms of teaching the strategies being used in any given lesson and does provide students with clear understanding of how and why the math works. The unit flow is also very well thought out to build units and skills logically in order to build content knowledge strategically.	1 = partially	There is little evidence in the lesson plans to provide teachers with universal access and scaffolds for multiple student needs. This would require teachers to develop these in class on their without much of a starting point, a disadvantage to newer to the profession teachers.	2 = yes	The curriculum materials are easy for teachers to follow and the student materials are student friendly and provides students with generous work space to model their thinking.	2 = yes	This curriculum does not create a great balance between conceptual understanding and word problem rigorous application.	No

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5/15/2020 13:52:58	niesha.johnson@ousd.org	SWUN	2 = yes		2 = yes		1 = partially	There is some differentiation, but not much that I can see. I appreciate that there's a whole "Special Education" section, but it's a whole other book. If this is intended for a general education teacher, having to refer to a separate book just doesn't seem sustainable.	2 = yes	For student use, the tasks and instructions are clear, and the pages aren't visually overwhelming. For teacher use, there were some things that were somewhat unclear and confusing.	1 = partially		No
5/15/2020 15:01:50	naomi.bernstein@ousd.org	SWUN	2 = yes	The mathematical practice is clearly laid out in each lesson. A lot of repetitive practice, which can be helpful, but can also be rote and not help to increase understanding.	1 = partially	A lot of the lessons seem very teacher-led with minimal opportunities for student exploration. The conceptual and procedural processes don't seem to allow for a lot of opportunities for students to use manipulatives and explore multiple strategies. It seems like they are introduced to a strategy, walked through it, practice, repeat. I would like to see more opportunities for students to explore on their own and draw their own conclusions.	1 = partially	I like that there are lessons for reteaching and that there are different forms of the tests. There doesn't appear to be a lot of opportunities for group work or class discussions about math discoveries.	1 = partially	Pretty straightforward. I do not see any scripts or suggestions about misconceptions or possible student responses.	2 = yes	The videos don't seem super helpful that go with the lessons. They are very mundane. Potentially helpful for students who need support or intervention.. Materials are available in Spanish.	Yes
5/15/2020 17:32:10	tamara.henry@ousd.org	SWUN	0 = no	The tasks are mostly not real tasks, they are a sequence of short problems that are modeled and then repeated. Most importantly the Standards for Mathematical Practice are not actually present and the SMPs are one of the most crucial aspects of CCSS-M. At the beginning of many lessons it cites MP 1, but then proceeds to tell students what the problem is about and what strategy to use. It also keeps listing "MP8: Find a strategy to help solve the problem" in several of the first and fourth grade lessons I looked at.. MP 8 is actually "Look for and express regularity in repeated reasoning." I'm not sure why they decided to make up a different one. In other lessons it asks a question (on a lesson about fractions) that says "MP7 Where do you see a pattern?" Not what MP7 is about. As a side note, in 4th grade it uses terms that are not Common Core aligned such as "improper fractions."	0 = no	The units are not organized around big important mathematical ideas. Explanation and justification are not well embedded into the lessons and academic discourse at most seems to take the form of completing the occasional sentence frame. I did not see any opportunity for students to "investigate." Moreover, the lessons are very dry and not engaging.	0 = no	There are not flexible solution pathways or multiple access points. The lessons all follow the structure of "I do, We Do, You Do." I was not able to find notes for ELs or students with special needs. I saw no opportunities for individualized/personalized learning. It encourages the use of limited resources, not multiple resources.	1 = partially	The lessons are easy to digest and understand. However it does not support deeper understanding of the standards, content, or pedagogy. It does not cover common responses or misconceptions.	1 = partially	There are Spanish materials, which is a plus. However I think many teachers in OUSD would see this curriculum overall as a step back	No
SWUN (18)			CC Aligned?		Lesson and Unit Design - Numerical Rating:		Differentiation (Universal Access) - Numerical Rating:		Usability - Numerical Rating:		Additional Considerations - Numerical Rating:		Yes/No
			yes -10		Yes - 8		Yes - 8		Yes - 9		Yes - 10		9/9
			No - 2		No - 1		No - 2		No -		No - 1		
			Partial -6		Partial - 9		Partial - 8		Partial - 9		Partial - 7		
			26		25		24		27		27		

Envision

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5/2/2020 17:07:23	ann.park@ousd.org	Envision	2 = yes	- SMPs highlighted in each lesson - Standards-aligned - Sometimes shows an algorithm before real exploration - SMP animations in Spanish and English	1 = partially	- Topic planner (lists materials needed, online resources, etc.) - Coherence with 4th and later standards - Students analyze work - Blond cartoon character shows up a lot more than other characters - Assessment--some multiple choice with more than one answer, most are figure out what the answer is	1 = partially	- Some offered (ongoing, strategic, and intensive intervention) - Build Mathematical Literacy - specific to ELs - Language Support Handbook - Lesson support for ELs entering, emerging, expanding - Visuals are appealing - Projects that students can work on - Leveled problem solving mats - Have lesson language objectives (explain, read side lengths, write….most objectives are not that strong; some are better, like “use comparative language to…”)...but the EL support they offer is very basic - needs more space for students to show their work	2 = yes	- Easy to use format and layout - Coherence of standards is clear - SMPs are clear - User-friendly - Gives background info about the standard	1 = partially	- Technology support - Visually inviting with graphics, though some pages are a little dense - Needs more space for students to do work in the workbook	No
5/3/2020 10:48:35	sarah-jane.kemp@ousd.org	Envision	1 = partially	I had difficulty with some of the explanations given. For example, in the 1st grade curriculum, place value is under explained or examined and students are told we made tens when adding because "it is easier" "it makes more sense" "it is faster" . . . kids are never asked to think about why it is easier, more sensical, or faster. I am not a fan of "just because" math. It doesn't jive with the standards, either.	2 = yes	Very well laid out curriculum with a logical sequence of mathematical concepts.	1 = partially	The lessons did include some differentiation tools, and there is an online component. However, the differentiated materials seemed to jump to the procedural often, which might making getting the answer easier but not building the concept.	2 = yes	The units were easy to use and very well organized. The only draw back I could see was from overload of resources online.	1 = partially	Very strong online component	Yes
5/9/2020 1:21:10	ellen.hum@ousd.org	Envision	2 = yes		1 = partially	Too complicated, too many tabs, too many features, there's just too much to look at. Planning a lesson quickly would be a challenge with the teacher's manual.	0 = no	No Spanish version. HIgh language demand. It would be difficult for our ELLs to understand the problems. Teachers would have to rewrite problems or translate. Teachers would spend a lot of time teaching the language of the problem not the MATH.	0 = no	There's too much going on. It's a program that would require ALOT of PDs to learn how to use to its full extent.	0 = no	This is my least favorite. I find this program too busy and I don't think it meets the needs of my students. The language is too demanding. I feel there are lots of features but few that I find helpful.	No
5/11/2020 19:00:53	joon.yeider@ousd.org	Envision	2 = yes	Yes, has work on procedural fluency	2 = yes	well laid out	2 = yes	center kits look interesting, interested in digital games	2 = yes	Yes on common student misunderstandings	2 = yes	Section focusing on ELL students	Yes

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5/12/2020 0:01:03	patti.cho@ousd.org	Envision	2 = yes	Everything is aligned to CCSS-M and organized around math clusters with standards of mathematical practices throughout the program.	2 = yes	Coherence and connections between clusters and across grade level standards are seen throughout.	2 = yes	All kinds of support are available for ELLs (entering, emerging, expanding/bridging), reteaching tools, digital tools and extension activities to challenge students.	2 = yes	It's very user-friendly with online resources, editable lesson plans, and teaching videos.	2 = yes	The program is comprehensive and very well organized. The materials are colorful and inviting to students. Through productive struggle in Solve and Share, students would develop a positive mindset towards math.	Yes
5/13/2020 10:31:27	meganrose.tharp@ousd.org	Envision	2 = yes		2 = yes		2 = yes		2 = yes	I found it very easy to use, however, it did take a long time for things to load (workbooks). With the uncertain times, I like that things can be assigned digitally. There are also so many additional resources, practice, videos for each unit. Great for small group and reteaching.	2 = yes	To me, this seems the most inviting to students with the colors, the characters, the daily challenges.	Yes

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5/13/2020 12:16:14	rachelle.cashion@ousd.org	Envision	2 = yes		2 = yes	Great!!	2 = yes	There are many avenues to access for both reteaching and beyone lessons.	2 = yes	I found simply changing the view to THUMBNAIL made the material easier to access and navigate through.	2 = yes	This is an online platform that would be so wonderful to have for distanced learning. WIth the unknown of what school will look like in the Fall, I think having the capabilities of this program for Math would be beneficial to pilot. I wish I would've looked at our first four programs with this eye on distance learning. I think piloting those that have the features to access online and communicate to them is so important!	Yes
5/13/2020 12:21:04	hannah.galvin@ousd.org	Envision	2 = yes	Presents opportunities for critical thinking and engagement (daily challenge).	1 = partially	Content is highly geared toward tech-based teaching.	1 = partially	Opportunities for enrichment.	0 = no	This website was difficult for me to explore. It does not seem easily accessible and the content is not organized concisely.	0 = no		No
5/13/2020 14:51:55	aiko.keen@ousd.org	Envision	2 = yes		2 = yes		2 = yes		1 = partially		1 = partially		Yes
5/14/2020 18:22:48	dolores.beleche@ousd.org	Envision	2 = yes	Common Core Standards very clearly stated in the table of contents and very much a part of the lessons in which students are able to practice to gain conceptual understanding, procedural skills and fluency.	2 = yes	I enjoyed looking at this program, we had envision years ago in OUSD,	2 = yes	Program is well equipped with materials for differentiation for all student types, during, after and as needed, also students can take advantage of problem based learning and/or project based learning. It also provides instructional support in areas related to reading, writing, science, dramatic play and art centers.	2 = yes	Teacher friendly, easy to follow, to me its a similar layout to Adelante and FOSS programs. I think students will enjoy their interactive Math story and all the digital support available to students.	2 = yes	As mentioned above, there is so much material to access by students and teachers both online and hands on. Also the availability of materials in Spanish, like the home/school connection, makes it even better.	Yes
5/14/2020 20:48:07	eva.beleche@ousd.org	Envision	1 = partially		1 = partially	Pick a Project is a great opportunity to connect to real life situations.	2 = yes		1 = partially	too much going on in the teacher manual- there is a lot of information	2 = yes	materials in Spanish	No
5/15/2020 11:15:03	julia.smit@ousd.org	Envision	2 = yes		1 = partially		1 = partially		1 = partially		0 = no		No

Timestamp	Email Address	Which program are you reviewing?	Common Core Aligned Rigorous Tasks - Numerical Rating:	Common Core Aligned Rigorous Tasks - Comments:	Lesson and Unit Design - Numerical Rating:	Lesson and Unit Design - Comments:	Differentiation (Universal Access) - Numerical Rating:	Differentiation (Universal Access) - Comments:	Usability - Numerical Rating:	Usability - Comments:	Additional Considerations - Numerical Rating:	Additional Considerations - Comments:	Overall recommendation: Should we consider this program to pilot?
5/15/2020 13:33:55	ryan.johnson@ousd.org	Envision	1 = partially	After exploring multiple grade level lessons, student materials, etc. I noticed there was a strong presence of word problem opportunities, but I couldn't help but feel like I was reading an alternate version of Math Expressions. The word problems rarely required students to engage in rigorous critical thinking beyond a one step problem. There were opportunities for this in tasks, but it would be more beneficial if students had an opportunity to engage in the rigor of that level daily.	2 = yes	The units are designed to follow a natural progression of skills that build progressively from one to the next. There was evidence of a linear cohesion as well from one grade to the next, but I feel this could have been strengthened. The lessons also progress in a logical build, but I do not feel as though they are connected as well as they could be.	1 = partially	There were strong sections for universal access for students who were language learners and at different reading levels which was good to see as a bridge between the two content areas. However, I feel the curriculum could also do a better job including universal scaffolds who are differing math proficiency levels throughout lessons.	1 = partially	The pages of this curriculum are organized much like math expressions providing a lot of useful information to teachers, but doing so in a manner that is organized in multiple columns sporadically placed across the pages. It is many times more friendly for planning when information moves in a linear fashion allowing the user to mentally build plans as they go.	2 = yes	Although this curriculum has some strengths compared to others, I personally feel that it is too similar to math expressions and reads in a manner that feels as though it is an older curriculum modified to fit the common core standards rather than designing the curriculum from the standards up.	No
5/15/2020 14:20:32	niesha.johnson@ousd.org	Envision	2 = yes		2 = yes		2 = yes		2 = yes		2 = yes		Yes
5/15/2020 15:42:29	naomi.bernstein@ousd.org	Envision	2 = yes	Standards and math practices are clearly laid out at the beginning of the lesson. I don't see so many opportunities for productive struggle. It seems to me like there are more teacher-led instructions and then different activities depending on student understanding.	1 = partially	I wish there were more opportunities for use with manipulatives and for academic discussions among the students. It sometimes looks like they're teaching math "tricks" instead of the mathematical reasoning behind the tricks. There are opportunities for formative assessments. Are all assessments on the computer?	2 = yes	There are a lot of great opportunities for pushing student thinking further and for helping students who are struggling. The "pick a project" part seems really cool! I would still like to see more opportunities for math discussions led by the students.	2 = yes	I don't see anything about student misconceptions. Materials are very user-friendly and straightforward.	1 = partially	I am curious how much of the curriculum, when purchased, is online and how much is print. I think too much online curriculum can detract from the math learning and discussions we're wanting students to participate in. It's only a 1 because of the concern of being too much technology.	Yes

Timestamp	Email Address	Which program are you reviewing?	Common Core Aligned Rigorous Tasks - Numerical Rating:	Common Core Aligned Rigorous Tasks - Comments:	Lesson and Unit Design - Numerical Rating:	Lesson and Unit Design - Comments:	Differentiation (Universal Access) - Numerical Rating:	Differentiation (Universal Access) - Comments:	Usability - Numerical Rating:	Usability - Comments:	Additional Considerations - Numerical Rating:	Additional Considerations - Comments:	Overall recommendation: Should we consider this program to pilot?
5/15/2020 21:13:10	tamara.henry@ousd.org	Envision	1 = partially	Seems to be aligned to content standards and tries to incorporate the Standards for Mathematical practice. There does not seem to be consistent access to rich tasks as a primary vehicle for lessons, but they do have some great 3 Act Tasks.	1 = partially	There are so many units (e.g. 16 in first grade) that it's hard to say they are truly organized around big mathematical ideas. Nonetheless there are specific learning targets, lots of spiraling, opportunities to investigate, and engage in academic discourse. There are some opportunities to make real world connections and attempts to be culturally responsive,.	2 = yes	The lessons encourage teachers to draw on multiple resources. There are differentiation notes for ELs and students with special needs. There are extension and intervention activities. There is a wide variety of resources.	1 = partially	There are so many units and so many components to each lesson it seems like it would take time to figure out how to meaningfully and manageably implement it. Nonetheless the materials are clear and seem like they would help in better understanding the standards for the most part.	1 = partially	Some of the online components seem like they would be much better taught by a teacher in the classroom (vs. looking at a video). That said, they could be useful if we have to engage in "distance learning" again.	Yes
5/18/2020 15:49:49	kelly.haider@ousd.org	Envision	2 = yes	I like the task at the end of the unit which INCLUDES a scoring guide!! I like that it asks an age appropriate number of questions. It give the student a chance to explain their reasoning, show their work and pick multiple choices when appropriate. However the projects are a HUGE task analysis to really evaluate how the students are doing with the concepts and standards.	2 = yes	Very easy and clear to understand. I like the vocab review, reteach and projects sections yeah unit/lesson includes. The entire unit layout lets you get a clear picture, set goals, and strategies that you will be working on. I also like how each unit gives you the lesson objective, essential understanding, vocab, materials needed, and technology and activity centers along with specific lesson standards. Background focus is also an WONDERFUL tool for teachers; especially new teacher and teachers new to this curriculum.	2 = yes	LOVE the response to invention section this curriculum has; this is the only one I've reviewed that has it laid out so easy for the teacher: ongoing, strategic and intensive intervention. The section is detailed and give MULTIPLE options to help the students including your ELLs and connecting math and reading together.	2 = yes	After personally using math expressions and Swun Math, this seems like a wonderful combination of them both with so many extra bonuses. I extensively reviewed 2nd grade and I love how easy it seems to incorporate into my class. I like the interactive story, lesson design, math facts, topic overviews for planning, projects so they kids can see and experience how this knowledge is	2 = yes	I like the layout and design of the website; very user friendly and accessible which as a teacher is a huge plus. I love the projects is has for the kids as well as basic facts timed tests (like minute math and what swun math does).I'm a HUGE fan of the interactive story it includes!!! Overall I am impressed with this curriculum at least what I have seen of it. Hands down; this would be my TOP choice moving forward.	Yes
													Yes/No
Envision (17)			common core Aligned		Lesson and Unit Design		Differentiation		Usability		Additional Considerations		11/6
			Yes - 13		yes - 10		yes - 11		yes - 10		yes - 9		
			No -		No -		no - 1		No - 2		no - 3		
			Partial - 4		Partial - 7		partial - 5		Partial - 5		Partial - 5		
			30		27		27		25		23		

Bridges

Timestamp	Email Address	Which program are you reviewing?	Common Core Aligned Rigorous Tasks - Numerical Rating:	Common Core Aligned Rigorous Tasks - Comments:	Lesson and Unit Design - Numerical Rating:	Lesson and Unit Design Comments:	Differentiation (Universal Access) - Numerical Rating:	Differentiation (Universal Access) - Comments:	Usability - Numerical Rating:	Usability - Comments:	Additional Considerations - Numerical Rating:	Additional Considerations - Comments:	Overall recommendation: Should we consider this program to pilot?
5/3/2020 20:00:49	ann.park@ousd.org	Bridges	1 = partially	- Explanations of what SMPs look like at that grade level - Shows in margin with an SMP is used in action - Has current standards	1 = partially	- Some lessons have a math forum for students to explain their thinking aloud - Work Places - Daily Practice - Has current standards but doesn't show coherence across grades - Math games provided to practice skills and concepts - Post-Assessment has a few small visuals	1 = partially	- Intervention kits with manipulatives - EL strategy is to pair them up with someone who can help or let them use native language - Lots of games to reinforce skills - After pre-assessment, has a chart of supports, depending on student response - Student reflection sheets (I can do this well already/sometimes/need help) - Number Corner available in Spanish	1 = partially	- Professional development library - Guide is text heavy--could use more graphics	1 = partially	- Student workbook has very few visuals and is text heavy - Home connection is homework similar to classwork - Names in word problems do not reflect diversity - Number Corner available in Spanish - Unit overviews for families available in Spanish - Digital stuff seems to be stuff to put on screen, not interactive games	No
5/3/2020 23:48:28	sarah-jane.kemp@ousd.org	Bridges	1 = partially	The tasks, especially in the lower grades, were very "fill in the blank." Though the math problems themselves were appropriately rigorous, the scaffolding applied in the form of sentence frames never tapered off in grades K and 1. Though I don't anticipate K - 1 students writing full sentences, there could have been other methods for communication, such as drawing and more open-ended supports sprinkled more heavily in the curriculum to allow for more independent student thought and reasoning.	2 = yes	The lessons were in a logical order that made sense with the CCSS.	2 = yes	Varying tools and methods of teaching are implemented on a regular basis, making the work accessible for most students.	2 = yes	Very user friendly curriculum.	2 = yes	The student answer sheets, though I don't always agree with their scaffolding, had a developmentally appropriate amount of space for students to work with. It was more generous than other curriculums.	Yes
5/9/2020 0:41:19	ellen.hum@ousd.org	Bridges	2 = yes	standards listed, description of big ideas,	2 = yes	Unit and lessons clearly indicated and labeled. easy to locate description of lessons and big ideas.background knowledge	0 = no	i didn't see any differentiation in student responses. there was only one way to solve the problem.	1 = partially	it is well organized but there is too much reading, the script is not helpful. if i were a first year teacher, i would find this frustrating. it's too wordy and not explicit enough.	0 = no	This program is really dry. the upside is that it comes with games and manipulatives but the program, in general, feels too restrictive and not adaptable to our ELLs.	No
5/11/2020 15:31:05	joon.yeider@ousd.org	Bridges	2 = yes	Money is not part of the common core standards for first grade, but the curriculum does not reflect this change.	2 = yes		0 = no	If it's there, it is not easily accessible.	1 = partially	Everything has to be printed out - tech strain; much teacher prepping of materials.	1 = partially	Question of what materials would be provided to teachers and students	No
5/11/2020 18:06:48	meganrose.tharp@ousd.org	Bridges	2 = yes		2 = yes		2 = yes	Didn't seen anything for SPED use though.	1 = partially	Seems very dry and boring. Also, seems like the entire grade content is in one spot instead of being able to sort by unit/chapters. Took me awhile to get through everything.	1 = partially	It doesn't seem like a bad program and its not as heavy on the work like expressions (20 problems on a page) but just doesn't seem exciting.	No

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5/11/2020 23:09:21	kelly.haider@ousd.org	Bridges	1 = partially	Tasks were related to standards however the tasks and assessments were confusing in my opinion and thus not getting the rigor we are seeking to attain. A student with processing difficulties would struggle with how things are laid out for them in this curriculum. I've seen other curriculum's that we are looking at that I feel have done a better job in relation to rigorous tasks.	0 = no	I am not a fan of how these lesson are laid out for the teacher. The teacher would have to do a lot of prep work prior to each lesson. It is also difficult to see and identify materials needed. Also there seems to be a lot of logs that teachers need to maintain. However, I am intrigued to know more about the "work places" centers that they talk about. These seem like the one things about this curriculum that I really like.	1 = partially	I think our ELLs and students with special needs would struggle with the delivery of this curriculum. Visually it is difficult for me to look at in review. I can only imagine how a 2nd grader would interpret this. I also think many of students who are typically good in math would struggle to respond using math language in the way this curriculum is seeking them to do.	1 = partially	There are aspects of this curriculum that have caught my attention (work places and home connection) however overall I do not think this is very usable for the teacher or the students especially our ELL and students with processing disorders. It is also extremely wordy in the design for the teacher. Teacher would spend their entire time reading just to plan for one lesson.	0 = no	Overall way too wordy!! Doesn't get to the point of the lesson, your objective for the day, material needed and goals for the students. I think we have reviewed other curriculum that have done a much better job. I also looked at number corner and home connection. My one huge ask is that I haven't seen any strategies they've developed. Many of the other curriculum have taught strategies within the unit/lesson; I've look in several areas and its not a accessible as with other programs.	No
5/12/2020 11:41:55	tamara.henry@ousd.org	Bridges	2 = yes	Strong balance of conceptual understanding and application. Focus on SMPs. Pushes productive struggle.	1 = partially	The organization of the units seems to jump around in terms of topics or big mathematical ideas. Topics organized around the numberline and penguins in 1st grade for example are not necessarily about the math ideas. The examples are not always culturally relevant either. There is a focus on academic discourse however and explanation/justification.	1 = partially	Encourages multiple entry points and multiple modalities. I didn't see a big focus on small group or individualized learning.	1 = partially	Clear examples but SO many steps to each lesson!	2 = yes	Materials seemed engaging and robust. Love the use of manipulatives and math journals.	Yes
5/12/2020 19:32:32	dolores.beleche@ousd.org	Bridges	2 = yes	CCSS / Standards of Mathematical Practice aligned in lessons and tasks, there is also a balance of conceptual understanding and application, tasks provide engagement and productive struggle for the students	2 = yes	super easy to understand layout, I find it similar to FOSS layout of lessons, gives students the opportunity to explore, investigate and generalize to build on their mathematical understanding. In K it starts off with a lesson that makes a real world connection!	2 = yes	Explicit language development for ELL students within each lesson/session, manipulatives are used during whole group sessions and part of the centers which they refer to as "work places" during small group instruction.	2 = yes	Because of spiral learning and the "work places", students have the opportunity to revisit and practice. It is extremely teacher friendly, clear and helpful explanations of math content and standards	2 = yes	well organized, student friendly, available in Spanish and loved the home/school connection	Yes
5/13/2020 8:13:21	rachelle.cashion@ousd.org	Bridges	2 = yes	The tasks are specific and repetitive enough for student struggle AND for practice. Tasks offer a challenge that stretches students thinking and builds on their understanding of concepts.	2 = yes	The format seems to be user-friendly. Access to support also looks good.	2 = yes	Within lessons, support for learners is available.	1 = partially	Each program seems to offer challenges of use. Without the support materials being available, I don't think this would be an efficient program. With the support materials, it would definetly be.	1 = partially, 2 = yes	I really like the home to school connections for families to access. I think the teacher supplemental materials are always a need for a new program to be successful so this would hinder adoption in my eyes.	Yes
5/13/2020 11:57:23	hannah.galvin@ousd.org	Bridges	1 = partially	Opportunities for hands-on engagement to explore concepts.	2 = yes	Skills and Concepts are outlined at beginning of each unit/module.	2 = yes	Number corner in lower grades allows for repeat instruction. Vocabulary cards suggest opportunities for extended academic language.	1 = partially		0 = no		No
5/13/2020 13:24:59	aiko.keen@ousd.org	Bridges	2 = yes		2 = yes		2 = yes		1 = partially	This curriculum seems to have a good variety of materials and activities for the individual or groups, just wondering about the management of the various materials for ongoing activities.	1 = partially		Yes

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5/14/2020 21:53:07	eva.beleche@ousd.org	Bridges	2 = yes		2 = yes	Teacher Manual Lesson look like FOSS, something teachers are familiar with. Easy to read and a step by step procedures	2 = yes		2 = yes		1 = partially		Yes
5/15/2020 11:10:55	julia.smit@ousd.org	Bridges	2 = yes		1 = partially		1 = partially		1 = partially		1 = partially		No
5/15/2020 12:58:33	ryan.johnson@ousd.org	Bridges	1 = partially	The curriculum appears to present a balance between calculation problems (conceptual) to word problem application in each lesson when review the student materials for each lesson. This does require students to engage in increased amounts of critical thinking.	1 = partially	It is unclear to me after looking through multiple units of the teacher manual and student materials as to how linked prior content and strategies build upon each other are. Since I am not able to fully see that it does, I am not fully confident that there is a clear cohesion and build of skills.	1 = partially	There is a spanish translated copy of all materials for teachers and students, which would be a great resource to provide to language learners and newcomers to increase access to the curriculum. However, upon further exploring the other curricular materials, I am left wanting more universal access for students who possess needs outside of language acquisition. It would be nice to have suggested modifications and scaffolds included in each lesson, especially for students who are not currently at grade level in math skills.	2 = yes	The lessons and materials are organized and compiled for teachers. I do like that there are separate student workbooks included so teachers do not always have to dig through lessons when making copies for student use.	2 = yes	Given that it appears there is not as much included in the curriculum for universal access points, the work of building scaffolds would fall primarily on the teacher. This wouldn't be a problem for veteran teachers, however for new to the profession teachers, it would be asking a great deal. This would require a lot of support to be created at the school site level, which not all sites may be able to offer.	Yes
5/15/2020 13:23:43	naomi.bernstein@ousd.org	Bridges	2 = yes	It is clearly labeled for the different lessons which common core standard they're aligned with. There are many opportunities for students to dig in deeper and they see different methods to solve similar problems and then to look at the similarities and differences of the methods. The math forums allow for students to explain their understanding of the different procedures.	2 = yes	Takes some time to get used to, but is very teacher-friendly. I like that it lays out the different materials you will need and gives the teacher a sample dialogue if necessary. The pre-assessment and post-assessment are great for demonstrating student's growth and for allowing them to reflect on what they learned throughout the unit and what they still struggle with. Word problems are thrown in regularly for students to understand real-world implications. There is a lot of spiraling throughout the units.	2 = yes	Many opportunities using workplaces for differentiation. There are technology tools and a variety of manipulatives to help different students. Additionally, with the workplaces, it's easy to facilitate small group instruction to reteach concepts or to have students working in groups to support each other's learning. I really like the mid-unit checkpoints to make sure students are understanding concepts as they're being taught. There is an entire intervention model that can help support students with special needs or students across grade levels who struggle with the same concept. The workplaces introduce and reinforce concepts in a more fun and practical way for the students.	2 = yes	Takes a little while to get used to, but becomes much easier. It is laid out in a logical way and directs you to the different teacher and student possible methods. The sequence of lessons is very logical and builds on one another. I appreciate that from unit to unit, there is spiraling and review. Students are introduced to different topics and then expected to master them in a later unit. There are vocabulary options along with ways to support ELL students and ways to help students correct misconceptions.	2 = yes	There are some technology tools that can support student learning at home and in the classroom. There are extra student book pages that allow early finishers to practice a similar skill in a different manner, and the materials are clearly laid out. I appreciate that the focus is more on exploration and less on repetitive problem solving on paper. However, there are the optional pages to provide students with more support. I cannot say enough great things about this specific program!	Yes

Bridges (15)	CC Aligned?	Lesson and Unit Design - Numerical Rating:	Differentiation (Universal Access) - Numerical Rating:	Usability - Numerical Rating:	Additional Considerations - Numerical Rating:	Yes/No
	yes - 10 No - Partial - 5	yes - 10 no - 1 Partial - 4	yes - 8 no - 2 Partial - 5	yes - 5 no - Partial - 10	yes - 5 no - 3 Partial - 7	8/7
	25	24	21	20	17	

Final Results

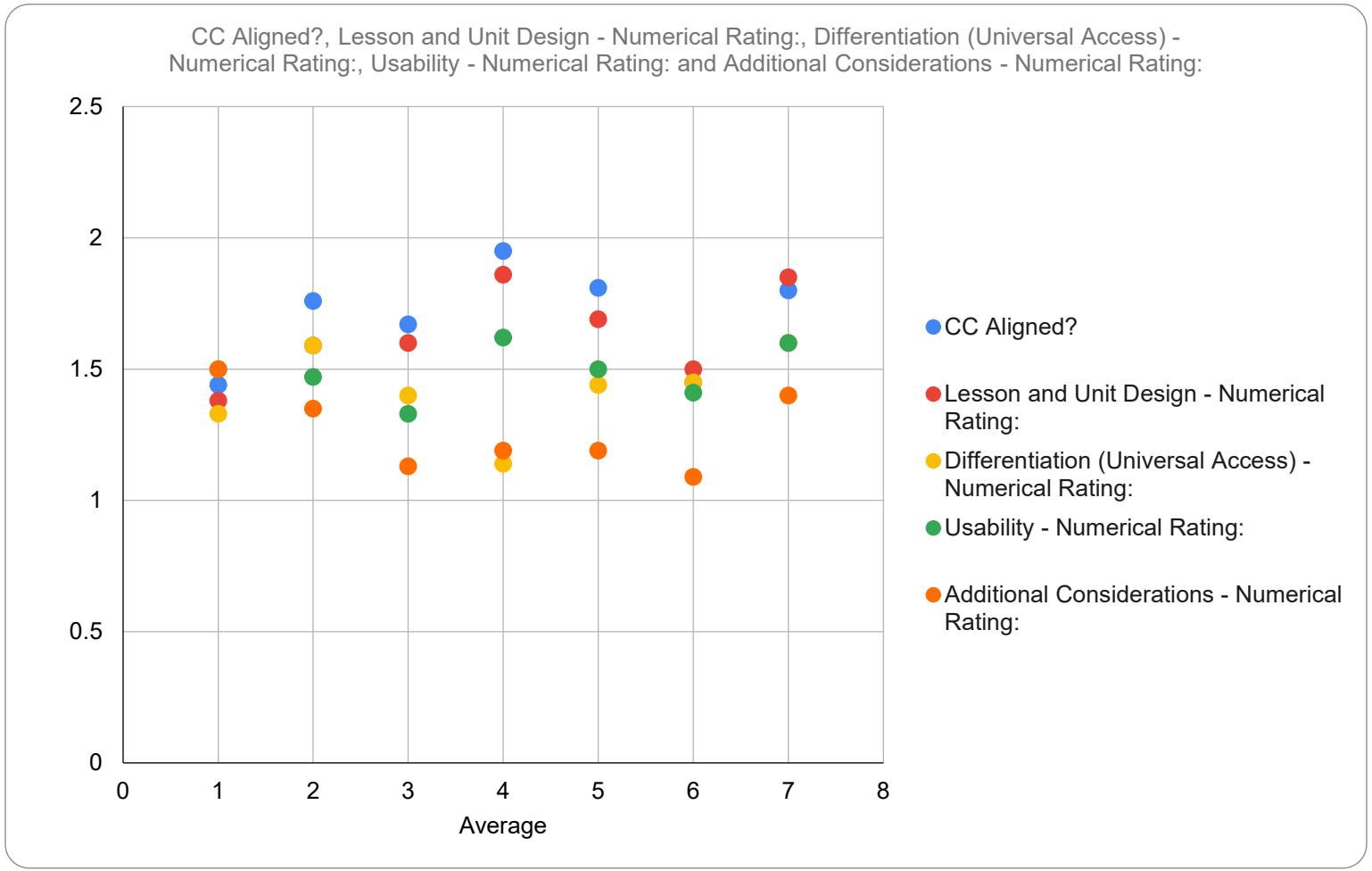
SWUN (18)			Common Core Aligned?		Lesson and Unit Design - Numerical Rating:		Differentiation (Universal Access) - Numerical Rating:		Usability - Numerical Rating:		Additional Considerations - Numerical Rating:		Yes/No
			yes -10		Yes - 8		Yes - 8		Yes - 9		Yes - 10		9/9
			No - 2		No - 1		No - 2		No -		No - 1		
			Partial -6		Partial - 9		Partial - 8		Partial - 9		Partial - 7		
		AVG.	1.44		1.38		1.33		1.5		1.5	7.15	
		Total	26		25		24		27		27	129	
Envision (17)			Common Core Aligned?		Lesson and Unit Design		Differentiation		Usability		Additional Considerations		yes/no
			Yes - 13		yes - 10		yes - 11		yes - 10		yes - 9		11/6
			No -		No -		no - 1		No - 2		no - 3		
			Partial - 4		Partial - 7		partial - 5		Partial - 5		Partial - 5		
		AVG.	1.76		1.59		1.59		1.47		1.35	7.76	
		Total	30		27		27		25		23	132	
Bridges (15)			Common Core Aligned?		Lesson and Unit Design - Numerical Rating:		Differentiation (Universal Access) - Numerical Rating:		Usability - Numerical Rating:		Additional Considerations - Numerical Rating:		Yes/No
			yes - 10		yes - 10		yes - 8		yes - 5		yes - 5		8/7
			No -		no - 1		no - 2		no -		no - 3		
			Partial - 5		Partial - 4		Partial - 5		Partial - 10		Partial - 7		
		AVG.	1.67		1.6		1.4		1.33		1.13	7.13	
		Total	25		24		21		20		17	107	
Eureka (21)			Common Core Aligned		Lesson and Unit Design - Numerical Rating:		Differentiation (Universal Access) - Numerical Rating:		Usability - Numerical Rating:		Additional Considerations - Numerical Rating:		Yes/No
			Yes - 20		Yes - 18		Yes - 5		Yes - 14		Yes - 8		17/4
			No -		No -		No -2		N0 -1		No - 4		
			Partial - 1		Partial - 3		Partial - 14		Partial - 6		Partial - 9		
		AVG.	1.95		1.86		1.14		1.62		1.19	7.76	
		Total	41		39		24		34		25	163	
IM (18)			Common Core Aligned?		Lesson and Unit Design - Numerical Rating:		Differentiation (Universal Access) - Numerical Rating:		Usability - Numerical Rating:		Additional Considerations - Numerical Rating:		Yes/No
			Yes - 12		Yes - 4		Yes - 1		Yes - 9		Yes - 4		8/10
			no - 1		No - 3		No- 7		No - 1		No - 4		
			Partial - 5		Partial - 11		Partial - 10		Partial - 8		Partial - 10		
		AVG.	1.61		1.06		0.67		1.44		1	5.78	
		Total	29		19		12		26		18	104	

MX (22)			Common Core Aligned?		Lesson and Unit Design - Numerical Rating:		Differentiation (Universal Access) - Numerical Rating:		Usability - Numerical Rating:		Additional Considerations - Numerical Rating:		Yes/No
			yes - 10		yes - 13		yes - 11		yes - 10		yes - 8		11/11
			No - 1		no - 2		no - 1		no - 1		no - 6		
			partial - 11		partial - 7		partial - 10		partial - 11		partial - 8		
		AVG.	1.45		1.5		1.45		1.41		1.09	6.9	
		Total	32		33		32		31		24	152	
SFUSD (20)			Common Core Aligned?		Lesson and Unit Design - Numerical Rating:		Differentiation (Universal Access) - Numerical Rating:		Usability - Numerical Rating:		Additional Considerations - Numerical Rating:		Yes/No
			yes - 16		yes - 17		yes - 13		yes - 14		yes - 10		15/5
			no -		no -		no - 1		no -		no - 2		
			Partial - 4		partial -3		partial - 6		partial - 6		Partial - 8		
		AVG.	1.8		1.85		1.6		1.6		1.4	8.25	
		Total	36		37		32		32		28	165	

Copy of Final Results 520

	CC Aligned?	Lesson and Unit Design - Numerical Rating:	Differentiation (Universal Access) - Numerical Rating:	Usability - Numerical Rating:	Additional Considerations - Numerical Rating:
SWUN (18)	26	25	24	27	27
Envision (17)	30	27	27	25	23
Bridges (15)	25	24	21	20	17
Eureka (21)	41	39	24	34	25
IM (18)	29	27	23	24	19
MX (22)	32	33	32	31	24
SFUSD (20)	36	37	32	32	28

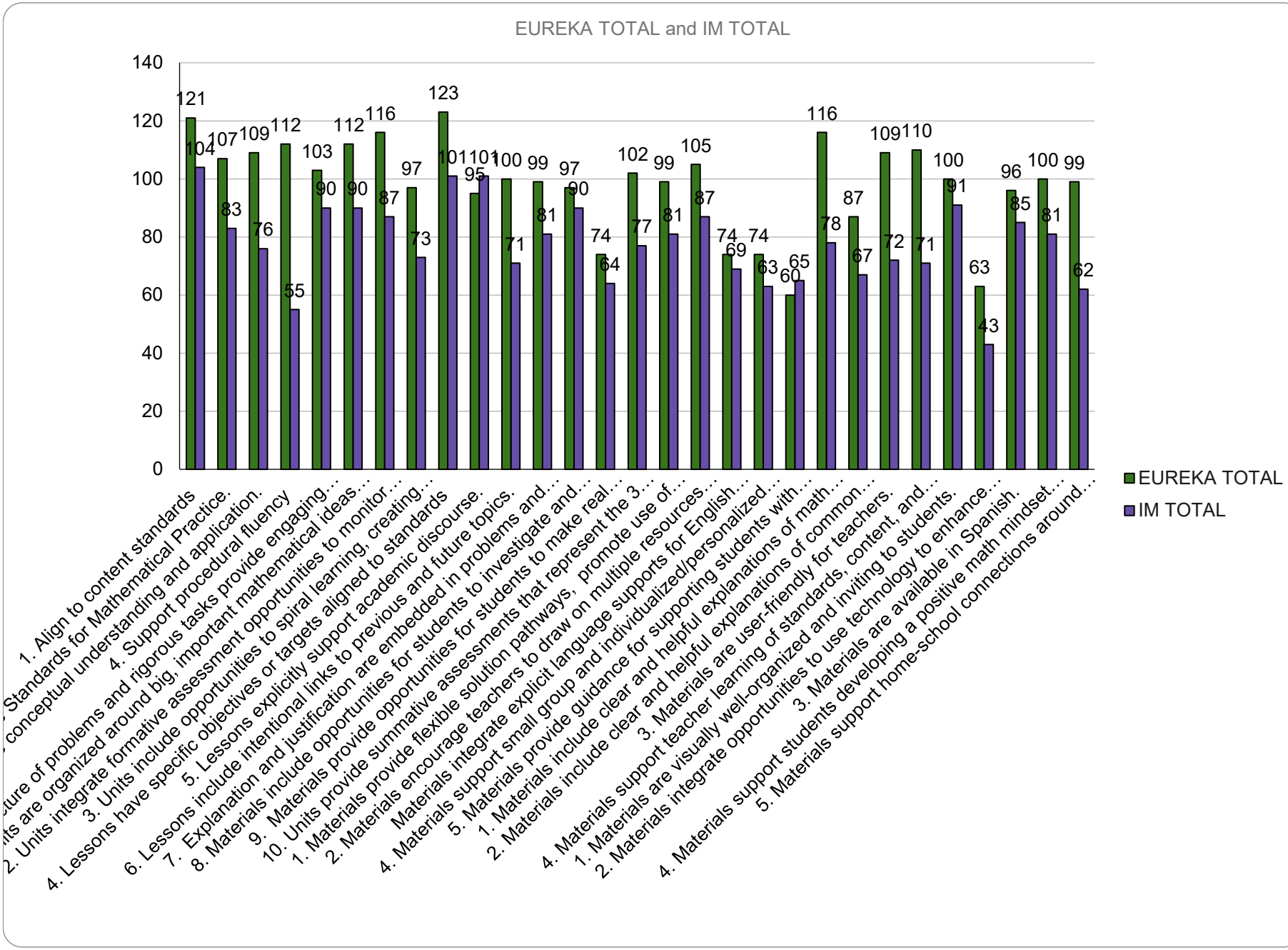
Average	CC Aligned?	Lesson and Unit Design - Numerical Rating:	Differentiation (Universal Access) - Numerical Rating:	Usability - Numerical Rating:	Additional Considerations - Numerical Rating:
SWUN (18)	1.44	1.38	1.33	1.5	1.5
Envision (17)	1.76	1.59	1.59	1.47	1.35
Bridges (15)	1.67	1.6	1.4	1.33	1.13
Eureka (21)	1.95	1.86	1.14	1.62	1.19
IM (18)	1.81	1.69	1.44	1.5	1.19
MX (22)	1.45	1.5	1.45	1.41	1.09
SFUSD (20)	1.8	1.85	1.6	1.6	1.4


CC Aligned?, Lesson and Unit Design - Numerical Rating:, Differentiation (Universal Access) - Numerical Rating:, Usability - Numerical Rating: and Additional Considerations - Numerical Rating:
2.5
2
1.5
1
0.5
0
0
1
2
3
4
5
6
7
8
Average
CC Aligned?
Lesson and Unit Design - Numerical Rating:
Differentiation (Universal Access) - Numerical Rating:
Usability - Numerical Rating:
Additional Considerations - Numerical Rating:

Totals By Individual Criteria

	1. Align to content standards	2. Intentionally incorporate Standards for Mathematical Practice.	3. Balance conceptual understanding and application.	4. Support procedural fluency	5. Structure of problems and rigorous tasks provide engaging opportunities for students' productive struggle.	1. Units are organized around big, important mathematical ideas or questions, and build to a summative assessment.	2. Units integrate formative assessment opportunities to monitor students' progress towards standards	3. Units include opportunities to spiral learning, creating coherence across units and grades.	4. Lessons have specific objectives or targets aligned to standards	5. Lessons explicitly support academic discourse.	6. Lessons include intentional links to previous and future topics.	7. Explanation and justification are embedded in problems and tasks	8. Materials include opportunities for students to investigate and generalize to build math understanding.	9. Materials provide opportunities for students to make real world connections and engage in culturally responsive problem solving.	10. Units provide summative assessments that represent the 3 shifts: fluency, procedural, and real life application (performance tasks or open ended questions).	1. Materials provide flexible solution pathways, promote use of multiple representations and provide students with many access points.	2. Materials encourage teachers to draw on multiple resources such as objects, manipulatives, drawings, and graphs to facilitate learning.	Materials integrate explicit language supports for English learners to support regular and active participation in learning mathematics.	4. Materials support small group and individualized/ personalized learning opportunities, with scaffolds for access to all students.	5. Materials provide guidance for supporting students with special needs.	1. Materials include clear and helpful explanations of math content and standards, including connections to prior and future coursework.	2. Materials include clear and helpful explanations of common student responses or misconceptions.	3. Materials are user-friendly for teachers.	4. Materials support teacher learning of standards, content, and disciplinary pedagogy.	1. Materials are visually well-organized and inviting to students.	2. Materials integrate opportunities to use technology to enhance mathematics learning	3. Materials are available in Spanish.	4. Materials support students developing a positive math mindset and identity.	5. Materials support home-school connections around mathematics.
EUREKA TOTAL	**121**	**107**	**109**	**112**	**103**	**112**	**116**	**97**	**123**	**95**	**100**	**99**	**97**	**74**	**102**	**99**	**105**	**74**	**74**	**60**	**116**	**87**	**109**	**110**	**100**	**63**	**96**	**100**	**99**
IM TOTAL	**99**	**80**	**71**	**53**	**86**	**85**	**82**	**68**	**96**	**97**	**66**	**76**	**85**	**60**	**73**	**77**	**83**	**66**	**60**	**62**	**73**	**62**	**68**	**66**	**87**	**38**	**80**	**79**	**58**

	1. Align to content standards	2. Intentionally incorporate Standards for Mathematical Practice.	3. Balance conceptual understanding and application.	4. Support procedural fluency	5. Structure of problems and rigorous tasks provide engaging opportunities for students' productive struggle.	1. Units are organized around big, important mathematical ideas or questions, and build to a summative assessment.	2. Units integrate formative assessment opportunities to monitor students' progress towards standards	3. Units include opportunities to spiral learning, creating coherence across units and grades.	4. Lessons have specific objectives or targets aligned to standards	5. Lessons explicitly support academic discourse.	6. Lessons include intentional links to previous and future topics.	7. Explanation and justification are embedded in problems and tasks	8. Materials include opportunities for students to investigate and generalize to build math understanding.	9. Materials provide opportunities for students to make real world connections and engage in culturally responsive problem solving.	10. Units provide summative assessments that represent the 3 shifts: fluency, procedural, and real life application (performance tasks or open ended questions).	1. Materials provide flexible solution pathways, promote use of multiple representations and provide students with many access points.	2. Materials encourage teachers to draw on multiple resources such as objects, manipulatives, drawings, and graphs to facilitate learning.	Materials integrate explicit language supports for English learners to support regular and active participation in learning mathematics.	4. Materials support small group and individualized/personalized learning opportunities, with scaffolds for access to all students.	5. Materials provide guidance for supporting students with special needs.	1. Materials include clear and helpful explanations of math content and standards, including connections to prior and future coursework.	2. Materials include clear and helpful explanations of common student responses or misconceptions.	3. Materials are user-friendly for teachers.	4. Materials support teacher learning of standards, content, and disciplinary pedagogy.	1. Materials are visually well-organized and inviting to students.	2. Materials integrate opportunities to use technology to enhance mathematics learning	3. Materials are available in Spanish.	4. Materials support students developing a positive math mindset and identity.	5. Materials support home-school connections around mathematics.
EUREKA TOTAL	**121**	**107**	**109**	**112**	**103**	**112**	**116**	**97**	**123**	**95**	**100**	**99**	**97**	**74**	**102**	**99**	**105**	**74**	**74**	**60**	**116**	**87**	**109**	**110**	**100**	**63**	**96**	**100**	**99**
IM TOTAL	**104**	**83**	**76**	**55**	**90**	**90**	**87**	**73**	**101**	**101**	**71**	**81**	**90**	**64**	**77**	**81**	**87**	**69**	**63**	**65**	**78**	**67**	**72**	**71**	**91**	**43**	**85**	**81**	**62**


EUREKA TOTAL and IM TOTAL
140
120
100
80
60
40
20
0
121
104
107
83
109
76
112
55
103
90
112
90
116
87
97
73
123
101
95
101
100
71
99
81
97
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74
64
102
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105
87
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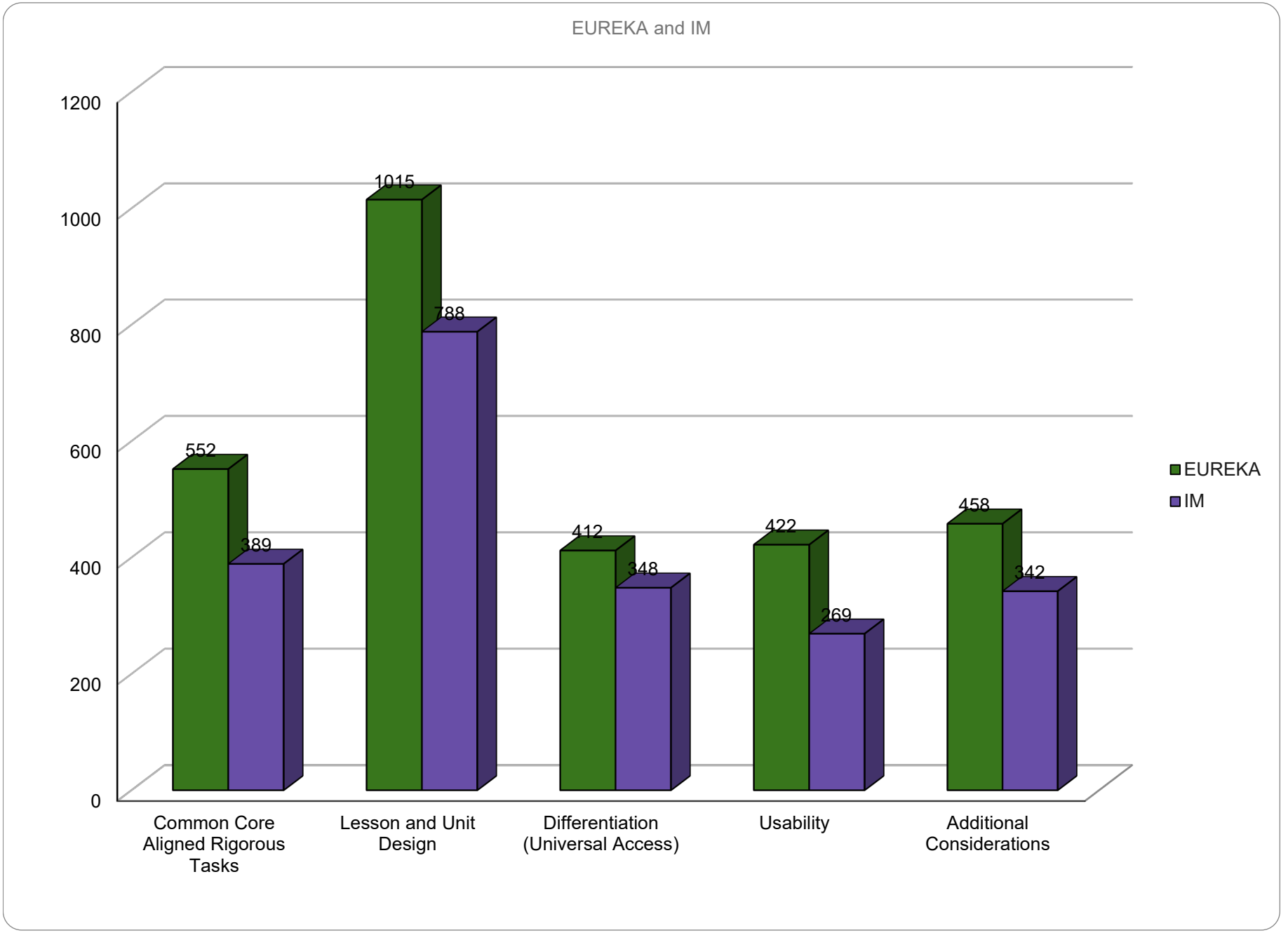
63
60
65
116
78
87
67
109
72
110
71
100
91
63
43
96
85
100
81
99
62
1. Align to content standards
Standards for Mathematical Practice.
conceptual understanding and application.
ture of problems and rigorous tasks provide engaging…
its are organized around big, important mathematical ideas…
2. Units integrate formative assessment opportunities to monitor…
3. Units include opportunities to spiral learning, creating…
4. Lessons have specific objectives or targets aligned to standards
6. Lessons include intentional links to previous and future topics.
7. Explanation and justification are embedded in problems and…
8. Materials include opportunities for students to investigate and…
9. Materials provide opportunities for students to make real…
10. Units provide summative assessments that represent the 3…
1. Materials provide flexible solution pathways, promote use of…
2. Materials encourage teachers to draw on multiple resources…
4. Materials integrate explicit language supports for English…
Materials support small group and individualized/personalized…
5. Materials provide guidance for supporting students with…
1. Materials include clear and helpful explanations of math…
2. Materials include clear and helpful explanations of common…
4. Materials support teacher learning of standards, content, and…
1. Materials are visually well-organized and inviting to students.
2. Materials integrate opportunities to use technology to enhance…
3. Materials are available in Spanish.
4. Materials support students developing a positive math mindset…
5. Materials support home-school connections around…
EUREKA TOTAL
IM TOTAL

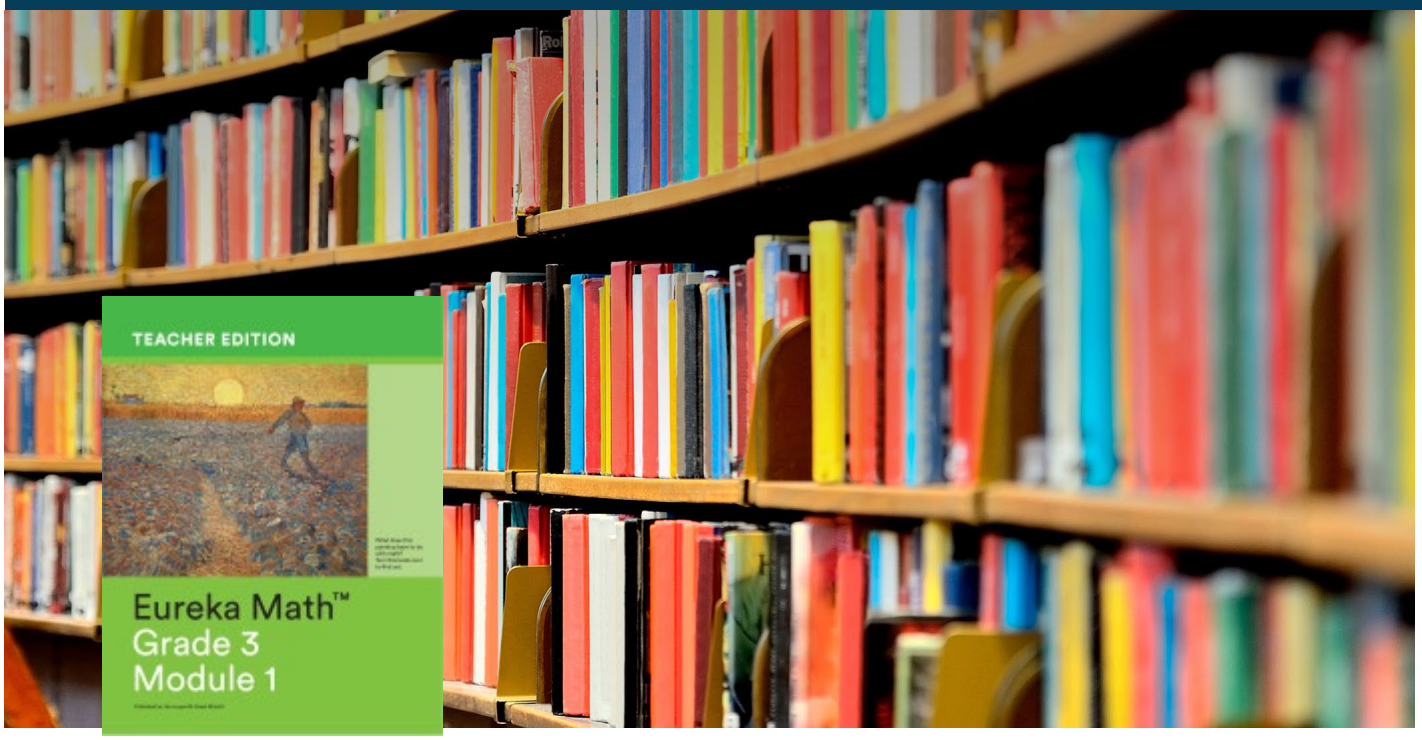
Totals by Section

	Common Core Aligned Rigorous Tasks					Lesson and Unit Design										Differentiation (Universal Access)					Usability				Additional Considerations				
	1. Align to content standards	2. Intentionally incorporate Standards for Mathematical Practice.	3. Balance conceptual understanding and application.	4. Support procedural fluency	5. Structure of problems and rigorous tasks provide engaging opportunities for students' productive struggle.	1. Units are organized around big, important mathematical ideas or questions, and build to a summative assessment.	2. Units integrate formative assessment opportunities to monitor students' progress towards standards	3. Units include opportunities to spiral learning, creating coherence across units and grades.	4. Lessons have specific objectives or targets aligned to standards	5. Lessons explicitly support academic discourse.	6. Lessons include intentional links to previous and future topics.	7. Explanation and justification are embedded in problems and tasks	8. Materials include opportunities for students to investigate and generalize to build math understanding .	9. Materials provide opportunities for students to make real world connections and engage in culturally responsive problem solving.	10. Units provide summative assessments that represent the 3 shifts: fluency, procedural, and real life application (performance tasks or open ended questions).	1. Materials provide flexible solution pathways, promote use of multiple representations and provide students with many access points.	2. Materials encourage teachers to draw on multiple resources such as objects, manipulatives, drawings, and graphs to facilitate learning.	Materials integrate explicit language supports for English learners to support regular and active participation in learning mathematics.	4. Materials support small group and individualized/ personalized learning opportunities, with scaffolds for access to all students.	5. Materials provide guidance for supporting students with special needs.	1. Materials include clear and helpful explanations of math content and standards, including connections to prior and future coursework.	2. Materials include clear and helpful explanations of common student responses or misconceptions	3. Materials are user-friendly for teachers.	4. Materials support teacher learning of standards, content, and disciplinary pedagogy.	1. Materials are visually well-organized and inviting to students.	2. Materials integrate opportunities to use technology to enhance mathematics learning	3. Materials are available in Spanish.	4. Materials support students developing a positive math mindset and identity.	5. Materials support home-school connections around mathematics.
TOTAL	**121**	**107**	**109**	**112**	**103**	**112**	**116**	**97**	**123**	**95**	**100**	**99**	**97**	**74**	**102**	**99**	**105**	**74**	**74**	**60**	**116**	**87**	**109**	**110**	**100**	**63**	**96**	**100**	**99**
Total by Section EUREKA	**224**					**214**										**159**					**226**				**199**				
TOTAL	**99**	**80**	**71**	**53**	**86**	**85**	**82**	**68**	**96**	**97**	**66**	**76**	**85**	**60**	**73**	**77**	**83**	**66**	**60**	**62**	**73**	**62**	**68**	**66**	**87**	**38**	**80**	**79**	**58**
Total by Section IM	**185**					**158**										**139**					**139**				**145**				

Copy of Totals by Section

	Common Core Aligned Rigorous	Lesson and Unit Design	Differentiation (Universal Access)	Usability	Additional Considerations
EUREKA	552	1015	412	422	458
IM	389	788	348	269	342


EUREKA and IM
1200
1000
800
600
400
200
0
552
389
1015
788
412
348
422
269
458
342
Common Core Aligned Rigorous Tasks
Lesson and Unit Design
Differentiation (Universal Access)
Usability
Additional Considerations
EUREKA
IM



Eureka Math (2015)

Great Minds | Series Overview

MATH K-8

Math K-8 Summary of Alignment & Usability

NOTE: This publisher has completed the Instructional Materials Technology Information document which provides enhanced details about this product's design and usability features. View the technology information.

K-2 Summary

3-5 Summary

6-8 Summary

Kindergarten

ALIGNMENT | Meets Expectations

Gateway 1: **FOCUS & COHERENCE**

14

- **12-14** Meets Expectations
- **8-11** Partially Meets Expectations
- **0-7** Does Not Meet Expectations

Gateway 2:

RIGOR & MATHEMATICAL PRACTICES

16

- **16-18** Meets Expectations
- **11-15** Partially Meets Expectations
- **0-10** Does Not Meet Expectations

USABILITY | Meets Expectations

Gateway 3: **USABILITY**

33

- **31-38** Meets Expectations
- **23-30** Partially Meets Expectations
- **0-22** Does Not Meet Expectations

First Grade

ALIGNMENT | Meets Expectations

Gateway 1: **FOCUS & COHERENCE**

14

- **12-14** Meets Expectations
- **8-11** Partially Meets Expectations
- **0-7** Does Not Meet Expectations

Gateway 2:

RIGOR & MATHEMATICAL PRACTICES

16

- **16-18** Meets Expectations
- **11-15** Partially Meets Expectations
- **0-10** Does Not Meet Expectations

USABILITY | Meets Expectations

Gateway 3: **USABILITY**

33

- **31-38** Meets Expectations
- **23-30** Partially Meets Expectations
- **0-22** Does Not Meet Expectations

Second Grade

ALIGNMENT | Meets Expectations

Gateway 1: **FOCUS & COHERENCE**

14

- **12-14** Meets Expectations
- **8-11** Partially Meets Expectations
- **0-7** Does Not Meet Expectations

Gateway 2:

RIGOR & MATHEMATICAL PRACTICES

16

- **16-18** Meets Expectations
- **11-15** Partially Meets Expectations
- **0-10** Does Not Meet Expectations

USABILITY | Meets Expectations

Gateway 3: **USABILITY**

33

- **31-38** Meets Expectations
- **23-30** Partially Meets Expectations
- **0-22** Does Not Meet Expectations

Third Grade

ALIGNMENT | Meets Expectations

Gateway 1: **FOCUS & COHERENCE**

14

- **12-14** Meets Expectations
- **8-11** Partially Meets Expectations
- **0-7** Does Not Meet Expectations

Gateway 2:

RIGOR & MATHEMATICAL PRACTICES

16

- **16-18** Meets Expectations
- **11-15** Partially Meets Expectations
- **0-10** Does Not Meet Expectations

USABILITY | Meets Expectations

Gateway 3: **USABILITY**

33

- **31-38** Meets Expectations
- **23-30** Partially Meets Expectations
- **0-22** Does Not Meet Expectations

Fourth Grade

ALIGNMENT | Meets Expectations

Gateway 1: **FOCUS & COHERENCE**

14

- **12-14** Meets Expectations
- **8-11** Partially Meets Expectations
- **0-7** Does Not Meet Expectations

Gateway 2:

RIGOR & MATHEMATICAL PRACTICES

16

- **16-18** Meets Expectations
- **11-15** Partially Meets Expectations
- **0-10** Does Not Meet Expectations

USABILITY | Meets Expectations

Gateway 3: **USABILITY**

33

- **31-38** Meets Expectations
- **23-30** Partially Meets Expectations
- **0-22** Does Not Meet Expectations

Fifth Grade

ALIGNMENT | Meets Expectations

Gateway 1: **FOCUS & COHERENCE**

14

- **12-14** Meets Expectations
- **8-11** Partially Meets Expectations
- **0-7** Does Not Meet Expectations

Gateway 2:

RIGOR & MATHEMATICAL PRACTICES

16

- **16-18** Meets Expectations
- **11-15** Partially Meets Expectations
- **0-10** Does Not Meet Expectations

USABILITY | Meets Expectations

Gateway 3: **USABILITY**

33

- **31-38** Meets Expectations
- **23-30** Partially Meets Expectations
- **0-22** Does Not Meet Expectations

Sixth Grade

ALIGNMENT | Meets Expectations

Gateway 1: **FOCUS & COHERENCE**

14

- **12-14** Meets Expectations
- **8-11** Partially Meets Expectations
- **0-7** Does Not Meet Expectations

Gateway 2:

RIGOR & MATHEMATICAL PRACTICES

16

- **16-18** Meets Expectations
- **11-15** Partially Meets Expectations
- **0-10** Does Not Meet Expectations

USABILITY
Partially Meets Expectations

Gateway 3: **USABILITY**

25

31-38	Meets Expectations
23-30	Partially Meets Expectations
0-22	Does Not Meet Expectations

Seventh Grade

ALIGNMENT |
Meets Expectations

Gateway 1: **FOCUS & COHERENCE**

14

12-14	Meets Expectations
8-11	Partially Meets Expectations
0-7	Does Not Meet Expectations

Gateway 2:

RIGOR & MATHEMATICAL PRACTICES

16

16-18	Meets Expectations
11-15	Partially Meets Expectations
0-10	Does Not Meet Expectations

USABILITY
Partially Meets Expectations

Gateway 3: **USABILITY**

25

- **31-38** Meets Expectations
- **23-30** Partially Meets Expectations
- **0-22** Does Not Meet Expectations

Eighth Grade

ALIGNMENT |
Meets Expectations

Gateway 1: **FOCUS & COHERENCE**

14

- **12-14** Meets Expectations
- **8-11** Partially Meets Expectations
- **0-7** Does Not Meet Expectations

Gateway 2:
RIGOR & MATHEMATICAL PRACTICES

16

- **16-18** Meets Expectations
- **11-15** Partially Meets Expectations
- **0-10** Does Not Meet Expectations

USABILITY
Partially Meets Expectations

Gateway 3: **USABILITY**

25

31-38	Meets Expectations
23-30	Partially Meets Expectations
0-22	Does Not Meet Expectations

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