

		Date							
		Program/Team Reviewed	Math Connections I	Math Connections II	Cont Math I	Cont Math II	Glencoe I	Glencoe II	SIMMS I
Rating Form:		Rating		Rating	Rating	Rating	Rating	Rating	
Program:		5-4-3-2-1		5-4-3-2	5-4-3-2	5-4-3-2	5-4-3-2	5-4-3-2-1	
1	Mathematical Content: The mathematical content of the program reflects the mathematics found in the <i>New Hampshire Grade Span Expectations</i> and in the National Council of Teachers of Mathematics <i>Principles and Standards for School Mathematics</i> .								
a	Mathematics as problem solving is integral to the program. Problem solving situations are used to introduce and develop mathematical concepts. The problem situations are “realistic” and relevant to students, involve a variety of mathematical domains, and are open and flexible to the methods used to solve them.	5	5	4	5	3.5	4	5	
b	Mathematics communication is emphasized in the program. Students are provided many opportunities to express mathematical ideas by making conjectures, defending their ideas, and explaining their work orally and in writing.	4	5	5	5	2.5	1	5	
c	Mathematics as reasoning is built into the program. Students are asked to explain and justify their thinking, question other students and the teacher when they don’t understand or disagree, and create informal and formal arguments to support conjectures. They are provided opportunities to apply inductive and deductive reasoning and reasoning by analogy.	4	4	5	5	3	2	5	
d	Mathematical connections are made throughout the program. Students encounter instructional activities designed to connect mathematical concepts, procedures and processes with different mathematical topics, other content areas, and to life situations.	5	5	5	5	4	4	5	
e	Mathematics as representations plays a prominent role in the program. Students are encouraged and required to represent mathematical topics and organize their work and data in a variety of ways, including language, tables and charts, graphs, and algebraic expressions and formulas.	4	5	5	5	4	5	5	
f	The mathematics presented is comprehensive and includes the mathematical content emphasized in the High School GSEs. Students have opportunities to learn the mathematical concepts from number, algebra, geometry, measurement, and data and chance.	3	4	4	5	4	5	5	
2	Organization and Structure: The program is coherent, focused on important mathematics, organized into cohesive units, provides multi-day lessons, and connects topics across subject areas.								

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Program:		5-4-3-2-1		5-4-3-2	5-4-3-2	5-4-3-2	5-4-3-2-1	
a	The program exposes students to important mathematics as identified in the High School Advanced mathematical GSEs, and the mathematics is mathematically correct. Students are provided activities to learn the mathematical concepts contained in the advance GSEs in mathematics. These activities are well grounded and mathematically correct.	3	2	4	5	3	4	5
b	The program asks students to work on worthwhile mathematical tasks. They do not separate mathematical thinking from mathematical concepts or skills. The tasks are relevant to students, ask them to make conjectures, and to prove or disprove those conjectures. Many tasks are open ended, have more than one solution, and more than one way to solve the problem.	4	5	5	4	3	2	5
c	The program is organized into units or a similar structure so that students have time to explore and investigate <u>in-depth</u> major mathematical ideas. Many lessons, activities, and projects require multiple days and emphasize making mathematical connections between concepts and promote the attainment of several objectives. These coherent units build both conceptual and procedural knowledge.	4	4	5	5	2	3	5
d	The program appropriately incorporates calculators, computers, and other technology as tools for students to do mathematics. Technology is used to explore mathematical ideas and to minimize tedious work.	5	4	5	5	3	4	5
e	The program is appropriate for ALL students. All students are exposed to important mathematics through problem solving situations. All students will participate in the core program, with explicit differentiation in terms of depth and breadth of treatment. There are ample opportunities to challenge the best and brightest students and the resources to help those who need extra help.	3	2	3	3.5	4	4	4
f	The program incorporates the achievements of historically important mathematicians. The history of mathematics is an integral part of the program and fosters the belief that mathematics is a “human endeavor.”	3	2	2	3	2	1	4
g	The program is reflective of the diverse society in which we live. Illustrations of people from different races, genders, and beliefs are prominent throughout the texts.	5	5	5	4	3.5	5	2
h	There are ample resource materials available. Those resources provide clear instructions on how to use equipment and materials. Teachers’ manuals, test banks, and other resources are readily available for the teacher’s use.	4	3	4	4	5	5	3
i	The program highlights connections within mathematics and with other disciplines. Applications of mathematics are incorporated throughout.	5	4	5	5	4	5	5

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Program:		5-4-3-2-1		5-4-3-2	5-4-3-2	5-4-3-2	5-4-3-2-1	
j	The program materials are “user friendly.” The program has an appropriate reading level for students and the materials are well organized and attractive.	3.5	2	2	2	3.5	4	4
3	Student Experiences: The program emphasizes the active engagement of students doing mathematics instead of memorizing mathematics. The activities in the program accommodate different abilities and paces by providing students different entry and exit levels. The program advocates the use of manipulatives and technology so that all students can learn mathematics.							
a	Students are active learners. Students are encouraged to explore, hypothesize, reason, problem solve, and communicate mathematics. Having students read, write, reason, and discuss mathematics is the norm. Students are expected to work individually and in groups on projects and assignments.	5	5	5	5	2.5	3	5
b	Students are expected to construct their own understanding of mathematics and to engage in mathematical discourse. The program builds on prior student knowledge and encourages students to construct their own understanding by providing opportunities to discuss and reflect on their work.	4	5	5	5	2	2	5
c	Students use manipulatives, technology and the Internet to explore mathematical ideas, model situations, analyze data, calculate numerical results, and solve problems. A variety of manipulatives and tools (e.g. graphing calculators, dice, geoboards, square tiles, rope, etc.) are commonplace and are frequently used by students as they actively engage with mathematical ideas.	4.5	3	5	5	2.5	4	5
d	Students are expected to determine when they need to calculate in a problem, whether they should use mental math, paper and pencil, or a calculator, and whether or not they need an exact answer or an estimate. Estimation is an important skill used frequently by adults. Estimation is needed even when using technology to see if the answer makes sense.	3	3	5	4	2.5	5	3
e	Students are expected to reflect on, make judgments about, and report on their own behavior, performance, and feelings. Students are asked to do self-assessments on selected aspects of their experiences as one method of evaluating student performance and disposition.	3	2	3	3	2.5	1	2
4	Teachers Role and Instructional Materials: The instructional materials provide suggestions to help teachers create vibrant mathematical communities where students are engaged in doing mathematics.							
a	The instructional materials provide suggestions to teachers so that they can help students to:	4.5	3	5	4	3	3	3
	-- work together to make sense of mathematics							
	-- rely more on themselves to determine whether something is mathematically correct							
	-- reason mathematically							

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	-- learn to make conjectures and solve problems							
	-- connect mathematical ideas and applications to other topics within mathematics and to other disciplines							
b	The instructional materials provide suggestions for teachers to initiate and orchestrate mathematical discourse. The materials suggest questions that elicit, engage, and challenge student thinking. Teachers are encouraged to ask students to explain their thinking and reasoning and to ask “Why?” or “What if” questions.	5	5	5	5	2.5	3	4
c	The instructional materials provide assistance to teachers to facilitate learning by all students by adapting materials for students with different levels of achievement. Teachers are encouraged to accept and respect the thinking of all students by providing examples of how to probe students’ thinking and encourage students to understand each others’ approaches and ideas.	2	2	3	3	3.5	3	2
d	The instructional materials provide suggestions for establishing a classroom environment focused on sense making. Teachers are provided suggestions on how to:	4	3	5	4	2.5	3	1
	-- structure time so students can grapple with significant mathematical ideas							
	-- use physical space and material in ways that facilitate students’ learning							
	-- use pedagogical strategies, such as open-ended questions, cooperative learning, and direct instruction							
	-- assist students to work together collaboratively, as well as independently.							
e	The instructional materials provide suggestions to teachers to help them reflect on what happens in the classroom so that they can adjust or adapt their teaching plans. Teachers are provided suggestions on how to observe, listen to, and gather information so that they can assess and monitor student learning. The materials should include a variety of assessment approaches such as portfolios, journals, projects, and tests.	3	4	5	4	4	5	2
f	The instructional materials provide suggestions for how parents can be involved and kept informed about the program. Many parents want to help their sons and daughters, but may need assistance in doing this.	1	1	4	4	4	5	1
g	The teacher’s guides are “user friendly.” The program is easy for the teacher to use and offers guidance in the use and integration of student materials and technology.	2.5	2	3	4	4	5	3
5	Assessment: Instructional materials should include student assessments that provide teachers with information about what their students know and understand.							

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Program:		5-4-3-2-1		5-4-3-2	5-4-3-2	5-4-3-2	5-4-3-2-1	
a	Student assessment is integrated into the instructional program. Assessment activities provide evidence about what students have learned, their ability to apply it to situations requiring reasoning and creative thinking, and their ability to communicate it.	5	4	5	4	4	4	5
b	Multiple means of assessment are used, informal as well as formal. Suggestions for assessing students individually or in small groups, through observations, oral and written work, through student presentations, and student self-assessment. The use of manipulatives and technology is built into assessment activities.	3.5	2	5	5	3	5	3
c	The assessments contain a balance among activities that assess conceptual knowledge, procedural skills, and problem solving ability. It is important to assess both procedural and conceptual knowledge and to provide activities that assess a student’s ability to solve problems, which often takes time outside of class.	4	3	5	5	3	5	5
6	Program Development and Implementation: Research about the effectiveness of the program should be available and done by both internal and external evaluators. Many programs are significantly different from more traditional programs; thus, they may require professional development to implement properly.							
a	The program has field test data showing positive effects on student learning. This data should include comparisons to other programs and some evidence provided by outside evaluators.	2	2	5	4	3	N/A	5
b	The program offers initial training and long-term follow up for teachers. Teachers need to have training in new programs that differ significantly from more traditional programs.	5	5	4	5	2	5	5
	Average of 5 point scale:-->	3.80	3.48	4.39	4.35	3.17	3.72	3.97
	Overall Rating: on 10 point scale -->	7.80	6.00	8.00	9.00	6.30	7.00	9.00

					6/3/2006	6/3/2006		6/3/2006		
<i>SIMMS II</i>	<i>CPM I</i>	<i>CPM II</i>	<i>MC-LIT I</i>	<i>MC-LIT II</i>	<i>M-MOW I</i>	<i>M-MOW II</i>	<i>Key Cur- II</i>	<i>Key Cur- I</i>	<i>IMP I</i>	<i>IMP II</i>
					Rating	Rating	Rating	Rating	Rating	Rating
					5-4-3-2-1	5-4-3-2-1	5-4-3-2-1	5-4-3-2-1	5-4-3-2-1	5-4-3-2-1
5	4	4.5	4	3	4	5	4	4	5	5
5	5	4.5	2	3	5	5	5	4	5	5
5	3	4.5	2	3	5	5	5	5	5	4
4.5	5	4.5	4	5	5	5	4	5	5	5
5	4	4	4	4	5	5	5	5	5	5
5	4	4.5	5	5	3	4	5	5	3	4

<i>SIMMS II</i>	<i>CPM I</i>	<i>CPM II</i>	<i>MC-LIT I</i>	<i>MC-LIT II</i>	<i>M-MOW I</i>	<i>M-MOW II</i>	<i>Key Cur- II</i>	<i>Key Cur- I</i>	<i>IMP I</i>	<i>IMP II</i>
					Rating	Rating	Rating	Rating	Rating	Rating
					5-4-3-2-1	5-4-3-2-1	5-4-3-2-1	5-4-3-2-1	5-4-3-2-1	5-4-3-2-1
5	5	5	3	3	3	4	5	5	3	4
4.5	4	5	2	3	4	4	4	3	4	4
3.5	4	4	4	3	4	4	4	3	4	5
5	3	4	5	5	5	5	5	5	4	5
2.5	4	3	5	4	2	2.5	3	4	3	4
2.5	1	1	5	5	2	4	4	5	4	2
3	3	3	5	4	2	4	5	5	4	5
2	5	4	5	5	2	4	5	5	3	3
5	4	4.5	4	5	4	5	4	5	5	4

<i>SIMMS II</i>	<i>CPM I</i>	<i>CPM II</i>	<i>MC-LIT I</i>	<i>MC-LIT II</i>	<i>M-MOW I</i>	<i>M-MOW II</i>	<i>Key Cur- II</i>	<i>Key Cur- I</i>	<i>IMP I</i>	<i>IMP II</i>
					Rating	Rating	Rating	Rating	Rating	Rating
					5-4-3-2-1	5-4-3-2-1	5-4-3-2-1	5-4-3-2-1	5-4-3-2-1	5-4-3-2-1
3	4	3	4	5	2	2	5	5	3.5	5
5	3	4.5	2	2	5	5	5	4	5	5
5	3	4.5	2	2	5	5	5	5	5	5
5	3	4	4	3	3	4	5	5	3	4
4.5	3	4.5	3	3	3	4	3	1	3	4
3	3	4.5	1	2	4	4	5	5	5	3
4	4	4	3	3	3	4	4	4	4	5

<i>SIMMS II</i>	<i>CPM I</i>	<i>CPM II</i>	<i>MC-LIT I</i>	<i>MC-LIT II</i>	<i>M-MOW I</i>	<i>M-MOW II</i>	<i>Key Cur- II</i>	<i>Key Cur- I</i>	<i>IMP I</i>	<i>IMP II</i>
					Rating	Rating	Rating	Rating	Rating	Rating
					5-4-3-2-1	5-4-3-2-1	5-4-3-2-1	5-4-3-2-1	5-4-3-2-1	5-4-3-2-1
3	4	4	3	3	3	4	5	5	4	5
2	4	4	3	3	2	2.5	5	5	3	4
2	5	4.5	3	2	3	4	5	3	4	5
2	4	4	4	3	3	4	5	5	3.5	3
1	5	5	5	4	1	2	4	4	3.5	1
3	5	3.5	5	5	2	3	5	5	3	5

<i>SIMMS II</i>	<i>CPM I</i>	<i>CPM II</i>	<i>MC-LIT I</i>	<i>MC-LIT II</i>	<i>M-MOW I</i>	<i>M-MOW II</i>	<i>Key Cur- II</i>	<i>Key Cur- I</i>	<i>IMP I</i>	<i>IMP II</i>
					Rating	Rating	Rating	Rating	Rating	Rating
					5-4-3-2-1	5-4-3-2-1	5-4-3-2-1	5-4-3-2-1	5-4-3-2-1	5-4-3-2-1
4	4	4	4	3	5	4	5	4	2	3
4	4	4	4	3	4	4	5	5	2	2
3.5	3	3.5	3	2	3	4	4	4	2	4
4	4	4.5	N/A	1	1	2.5	4	3	4	5
5	4	5	5	4	3	3	5	5	4	5
3.80	3.85	4.09	3.66	3.42	3.33	3.95	4.58		3.8	
8.00	8.00	8.00	7.00	5.00	6.67	8.30	9.00	8.50	7.6	8.00