

Resource Evaluation Rubric - Math
 Grades K-4

Resource: Stemsopes Math - Accelerate Learning

RATING SCALE: 3 = Proficient / Meets criteria / multiple examples or evidence 2 = Basic / Partially Meets / few examples or evidence 1 = Below Basic / Barely meets / minimal evidence 0 = No evidence of component		
Curriculum Components		
Descriptor	Evidence/Notes	Rating
Curriculum is developmentally appropriate for learners and includes varying and engaging modes of teaching and learning. (Lesson structure: I do, we do, you do; skill - based groups; engaging opening activity)	There weren't many "I do, you do, we do" teaching opportunities throughout the curriculum. The lessons were engaging, but they were all discovery based and lacked direct instruction. Explorations are valuable but not enough student practice. Not enough practice guided by the teacher.	3 2 1 0 2 1 0
Curriculum clearly denotes the learning standards that are addressed.	The standards were clearly defined for each lesson	3 2 1 0 3 2 1 0
Curriculum sufficiently addresses IL Learning Standards (CCSS) as needed to meet district and state grade band or course content requirements without additional supplementation.	It follows IL Learning Standards but does not include enough direct instruction for students to understand concepts	3 2 1 0 3 2 1 0
Curriculum ensures that students build conceptual understanding of mathematical concepts by building on their existing knowledge and experiences.	Each lesson starts with the Accessing Prior Knowledge worksheet. Building previous knowledge was difficult with lack of practice of specific math concepts.	3 2 1 0 3 2 1 0
Curriculum includes opportunities for students to apply mathematics to the real world using the Mathematical Practices.	The curriculum has a lot of 'discovery, exploration' time.	3 2 1 0 3 2 1 0
All curriculum materials include a balance of representation of people with multiple perspectives and identities (e.g., racial / ethnic, physical or cognitive ability status, gender, spiritual orientations).	Unable to fully answer due to only piloting 2 lessons of the curriculum.	3 2 1 0 3 2 1 0 N/A

Curriculum provides multiple ways for students of different ability and knowledge or skill levels to engage.	There were not many opportunities for students to 'show' what they learned with 'paper/pencil' instead of 'showing' through discovery. Students only had one activity to experience the learning.	3 2 1 0
Curriculum provides ancillary resources to support scaffolding for remediation and enrichment.	Every scope had intervention/acceleration activities. - -Intervention includes small group teaching, supplemental aids, etc. in Spanish and English. -Acceleration activities involved a choiceboard for students to choose activities, connection to Math today, and 'create your own' type activity. Some activities were engaging but were repetitive for each scope.	3 2 1 0
Curriculum includes student tasks that are mathematically appropriate, sophisticated, and complex. (math based vs. reading based)	Students struggled to understand tasks on their own. This program leaned heavily on discovery based and did not give enough opportunities for showing knowledge through paper/pencil. The activities relied on reading of longer math problems, so this was a struggle for students.	3 2 1 0
Curriculum provides appropriate support, accommodations, and/or modifications for numerous special populations that will support their regular and active participation in learning (e.g., bilingual, English learners, IEP/504 accommodations, advanced learners).	Yes, each lesson has Intervention activities for those who need more practice, but it is difficult to find supports for bilingual learners, IEP/504 students.	3 2 1 0
Curriculum was vetted against more in-depth content-specific tools (e.g., Ed Reports Rubrics, Equip Rubrics)	Yes, the committee looked at Ed Report Rubrics. This resource was all green on Ed Reports. We also compared it to the other program (Reveal) and also compared to what we are currently using.	3 2 1 0
Curriculum provides supports for teachers in planning and learning experiences to help guide students' learning progressions.	NO! The program was immensely difficult to follow both online and in the actual teaching manual. It was hard to find materials and some lessons included material others did not. The planning to use the manipulatives was very time consuming because they needed changes daily.	3 2 1 0
Vendor provides hands-on training and classroom professional learning.	Yes, trainers were available for questions and met with us online when needed. Checked in on progress throughout the trial period.	3 2 1 0
Hands-on Learning / Manipulatives		
Descriptor	Evidence/Notes	Rating

Curriculum provides hands-on activities with manipulatives and supplies that are useful and relevant.	Way too much prep for the materials needed for EACH lesson and much of this prep is only good for that one year and cannot be used for multiple years. - Fluency activities and games included for each grade level and are mid engaging, prep is required.	3 2 1 0
Assessment Components		
Descriptor	Evidence/Notes	Rating
Learning targets and benchmarks are clearly identified in assessments.	Yes, assessments were clearly aligned to the learning targets.	3 2 1 0
Curriculum includes multiple opportunities for the collection of student growth data (e.g., pre-assessments, formative assessments, summative assessments, self-assessments)	Does have benchmark assessments. Standards based assessments starting in grade 2. Skills Quizzes available	3 2 1 0
Assessment questions mirror or match the format and complexity of questions within the lessons.	Yes, had some questions that seemed like “trick” questions. (All grade levels K-4)	3 2 1 0
Guidance is provided on the use of assessment data to drive the development of tiered supports (targeted, on track, advanced).	Heat Maps are provided for each Skills Quiz and Standards Based Assessment – it provides the standard that is the focus with reflection questions for students to take ownership (unclear where to find guidance for tiered supports)	3 2 1 0
Assessments are aligned to the IL Learning Standards and applicable to meet district and state grade band or course requirements.	Each Scope ended with a Standards-Based Assessment (Starts in grades 2-4) that was user friendly Skill Quizzes in each grade level	3 2 1 0
Digital Learning Considerations		
Descriptor	Evidence/Notes	Rating
Curriculum provides educators online tools that are easy to find and navigate.	The online tools could be hard to find, and navigating was confusing -- The organization of the scopes in the 5e model was consistent and easy to navigate - Becke - Editable Google Slides are not available for all Scopes yet.	3 2 1 0
Curriculum provides students online tools that are easy to find and navigate.	Student manipulatives were easy to find for students and student friendly	3 2 1 0

Home Learning Considerations		
Curriculum provides parent or facilitator support and guidance for at home learning in multiple languages.	Take Home letter is provided for each Scope to send home with ways to reinforce the lesson at home, in English and Spanish.	3 2 1 0

Total Score **45/63** (marked one component as N/A) = **71%**

Completed by Pilot Teachers:

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