TEAM COMMENTS FOR ALL MATHEMATICS, GRADES K-8
CONTRACT YEARS 2009 – 2015

Team: 2
Category: K-5/6
Publisher: Carolina Biological Supply
Title: Math Out of the Box
Submission Code: 201

TEAM COMMENTS REGARDING EVALUATED INSTRUCTIONAL MATERIALS

1. IDENTIFY STRENGTHS OF PROGRAM MATERIALS

- Emphasis on exploration, investigation, reflection and hands-on
- Based on the Learning cycle which has a 4-step process and is an inquiry based method
- Plenty of practice for each standard allowing for mastery
- Open-ended nature of materials allows for differentiation and encourages critical mathematical thinking
- Planning is clear and allows for flexibility
- The conceptual story is logical, and serves as a visual tool
- Links to science inquiry skills
- Materials guide students from concrete to abstract
- Number concepts is covered in 2 modules so it continues throughout the year within 9 week units
- Materials are in an order that fits the needs of the teacher, classroom and district
- Online alignment to the Oregon Content Standards was very specific to the lesson

2. IDENTIFY WEAKNESSES OF PROGRAM MATERIALS

- Some of the Spanish materials have English within (directions, labels on graphs)
- Not strong in the area of accommodations for blended/multi-grade classrooms
- Few guidelines in the supplemental materials

3. GENERAL COMMENTS

- Units require a large supply of manipulatives
- Professional development would be helpful for teachers to effectively differentiate this curriculum
- Questioning strategies are embedded in the teacher guides

Team: 2
Category: K-5/6
Publisher: HMH Supplemental Publishers
Title: Saxon Math
Submission Code: 202

TEAM COMMENTS REGARDING EVALUATED INSTRUCTIONAL MATERIALS

1. IDENTIFY STRENGTHS OF PROGRAM MATERIALS

- Many manipulatives are included in the primary grades
- Identifies Response to Intervention (RTI) components and includes differentiation strategies to support special education students and approaches to remediation
- Online resources freely available (not password protected)
- Assessment includes specific interventions (practice) for the question missed
- User-friendly prescriptive and diagnostic assessments
- Numerous assessment opportunities throughout the program (every 5 lessons, pre and post)
- Student support (letters home) are well-designed and complete with ideas for parents to use with students
- Entire program is in English and Spanish

2. IDENTIFY WEAKNESSES OF PROGRAM MATERIALS

- Not a lot of manipulatives for the higher grades
- Exploration and investigation are sometimes included in the intermediate program
- Manipulatives are optional in some lessons but not an actual part of the lesson in the intermediate grades and are used more for demonstration
- Does not always present concrete to symbolic representation in the intermediate grades

3. GENERAL COMMENTS

- There are two versions of the 3rd grade materials included. The versions do not follow the same path through the objectives
- Professional development would be essential to align the curriculum for blended/multi-grade classrooms

Team: 2
Category: K-5/6
Publisher: Houghton Mifflin Harcourt
Title: Math Expressions
Submission Code: 204

TEAM COMMENTS REGARDING EVALUATED INSTRUCTIONAL MATERIALS

1. IDENTIFY STRENGTHS OF PROGRAM MATERIALS

- **The current research used is based on *student learning*. The research is incorporated into the activities and use of manipulatives within the program, including conceptual understanding and reasoning strategies**
- **Concrete to symbolic learning opportunities are strong throughout the entire k-5 curriculum**
- **The program is well organized and adheres with Oregon's core and Content Standards as well as the National Council of Teachers of Mathematics (NCTM) Focal Points**
- **There is a strong literature connection throughout the program and a literature guide is included**
- **Auditory and kinesthetic movement opportunities are available (all learning styles are addressed)**
- **The program encourages multiple strategies for solving problems and multiple representations of concepts**
- **Students exhibit mastery through student-led peer-coaching, questioning, justifying, and explaining**
- **Mathematical Language Development is taught and reinforced for all students and is inherent in every step in the lessons within the program**
- **Identifies Response to Intervention (RTI) components and includes differentiation strategies to support special education students and approaches to remediation**
- **Program provides strong differentiated instructional strategies in every lesson, including strategies to address the needs of English Language Learners (ELL)**

2. IDENTIFY WEAKNESSES OF PROGRAM MATERIALS

3. GENERAL COMMENTS

- **Gradual implementation is provided in the program**
- **The only CD's evaluated were the Lesson Plan CD and Assessment CD**

Team: 2
Category: K-5/6
Publisher: Kendall Hunt Publishers
Title: Math Trailblazers
Submission Code: 206

TEAM COMMENTS REGARDING EVALUATED INSTRUCTIONAL MATERIALS

1. IDENTIFY STRENGTHS OF PROGRAM MATERIALS

- Customized Professional Development can be planned to meet the needs of the district
- Intermediate materials are strong with moving from concrete to symbolic
- Program supports scientific inquiry and integration of social studies standards
- The program develops math language in an acquisition model

2. IDENTIFY WEAKNESSES OF PROGRAM MATERIALS

- Lexile details were not provided
- The program was designed to follow a unit-to-unit progression

3. GENERAL COMMENTS

- Professional Development is essential to the implementation of the program
- Real-world connections exist in the program
- Background planning is necessary for every lesson
- Flexing the units can be done but it is recommended that the decision be made at the district level to modify consistently or follow the prescribed order in the materials

Team: 2
Category: K-5/6
Publisher: Macmillan McGraw-Hill Publishers
Title: Math Connects
Submission Code: #207

TEAM COMMENTS REGARDING EVALUATED INSTRUCTIONAL MATERIALS

1. IDENTIFY STRENGTHS OF PROGRAM MATERIALS

- Multiple language formats of the online glossary
- Side-by-side comparisons with English and Spanish
- High-quality manipulatives provided
- There are multiple opportunities to incorporate technology within the program
- There are 4 open-ended, engaging, real-world extension projects available at the end of the book (4 weeks worth)
- There are multiple assessment opportunities, including a materials to support preparation for the Oregon Assessment of Knowledge and Skills (OAKS)

2. IDENTIFY WEAKNESSES OF PROGRAM MATERIALS

- The program moves rapidly from concrete to symbolic at all levels
- This program relies heavily on a few instructional strategies

3. GENERAL COMMENTS

- There are multiple necessary components to the program
- On-level diagnostic data should be looked at carefully
- Most of the investigations and manipulative activities are teacher-guided
- The lesson objectives are listed at the beginning of each chapter in the student book

Team: 2
Category: K-5/6
Publisher: Pearson Scott Foresman
Title: Investigations in Number, Data, and Space
Submission Code: 208

TEAM COMMENTS REGARDING EVALUATED INSTRUCTIONAL MATERIALS

1. IDENTIFY STRENGTHS OF PROGRAM MATERIALS

- Highlighted vocabulary makes it easy for the teacher to hone in on key words
- Student handbook is good reference for students to review strategies as well as a good parent resource and is accessible online
- Diagnostic assessment is helpful for finding appropriate materials for remediation or acceleration
- Provides opportunities for students to investigate, explore and extend their learning
- Comes with a complete set of manipulatives K-5
- Spanish translation of all materials including building tests with online tools
- Professional development is available in the printed materials, online media and is embedded in the program
- Program is well put together and accessible for both new and experienced teachers
- Computer based (online and CD-ROM) provide strong remediation and acceleration opportunities

2. IDENTIFY WEAKNESSES OF PROGRAM MATERIALS

- No glossary or index in the student handbook

3. GENERAL COMMENTS

- Technological opportunities involved
- Technical support is available
- There is flexibility within the program to move units between grade levels

Team: 2
Category: K-5/6
Publisher: Pearson Scott Foresman
Title: enVisionMATH
Submission Code: 209

TEAM COMMENTS REGARDING EVALUATED INSTRUCTIONAL MATERIALS

1. IDENTIFY STRENGTHS OF PROGRAM MATERIALS

- Offers a wide range of high quality professional development in multiple formats
- Online diagnostic assessment designed for paper/pencil with an intervention kit
- Uses engaging games for reinforcement in paper and CD-ROM formats
- Layout of the materials is teacher friendly
- Progression from concrete to symbolic is stronger in the primary grades

2. IDENTIFY WEAKNESSES OF PROGRAM MATERIALS

- Concrete to symbolic is weaker in upper grades for introduction of topics

3. GENERAL COMMENTS

- There is a literature connection to the math
- Manipulatives are teacher and student friendly
- Magnetic manipulatives adhere to metal student workmats
- Plans for addressing Response to Intervention (RTI)
- Animated glossary is provided online

Team: 2
Category: Math K-6
Publisher: Singapore Math Inc.
Title: Earlybird Kindergarten Mathematics Standards Edition and Primary Mathematics Standards Edition
Submission Code: #211

TEAM COMMENTS REGARDING EVALUATED INSTRUCTIONAL MATERIALS

1. IDENTIFY STRENGTHS OF PROGRAM MATERIALS:

- Student materials are simple, visually focused and uncluttered
- The lessons involve every level of learner (accessible to all levels of learners)
- Ongoing formative and summative assessment is provided and includes an online diagnostic assessment
- Professional Development is an embedded component in the program and is incorporated in the lessons (teacher edition)
- Depth and mastery is a key component of this program with multiple entry points for learning math concepts
- Components are intentional designed, including the order and illustrations
- The lessons thoughtfully and logically progress from the concrete to symbolic

2. IDENTIFY WEAKNESSES OF PROGRAM MATERIALS:

- There is a lack of home connection materials provided at the upper grades (3-5) i.e. parent letters
- Does not provide multiple language formats for student contact materials but naturally supports language learners of all levels as part of the regular classroom
- Does not include an analysis of reading using the Lexile Framework but materials are not language intensive and provide multiple opportunities for visual representation of concepts

3. GENERAL COMMENTS:

- Student and teacher editions have a unique look and feel
- In-service and professional development is provided by a third party and facilitated at the district/school level

Team: 2
Category: K-5/6
Publisher: The Math Learning Center
Title: Bridges in Mathematics
Submission Code: #213

TEAM COMMENTS REGARDING EVALUATED INSTRUCTIONAL MATERIALS

1. IDENTIFY STRENGTHS OF PROGRAM MATERIALS:

- **The 'Oregon Supplement' helps the program completely correlate with the Oregon Standards and serves a helpful edition to those already using Bridges in Oregon**
- **The 'Oregon Supplement' also serves as a guide for teachers as to what can be removed from the original curriculum or replaced**
- **There are multiple opportunities to master concepts using a variety of strategies**
- **Differentiation and assessment are embedded into the lessons**
- **Assessments occur in multiple learning styles as part of activities**
- **Background information is provided that can help teacher's select appropriate learning strategies for language learners: meaning, a description of the stages of language acquisition**
- **There are many opportunities for students to move from concrete to symbolic learning**
- **The program is rich in visual clues for students both in vocabulary and mathematics representations i.e. vocabulary cards, posters and 'Number Corner'**

2. IDENTIFY WEAKNESSES OF PROGRAM MATERIALS:

- **There is a need for the teacher to create materials in some lessons**

3. GENERAL COMMENTS:

- **The multi-age/blend guides are available online. These guides are designed for two consecutive grades i.e. 1-2, 2-3, 3-4**
- **A grade, year, strand and month scope and sequence are provided with the curriculum**

Team: 2
Category: K5/6
Publisher: Wright Group
Title: Everyday Mathematics
Submission Code: 214

TEAM COMMENTS REGARDING EVALUATED INSTRUCTIONAL MATERIALS

1. IDENTIFY STRENGTHS OF PROGRAM MATERIALS

- Translated into multiple languages and available in audio formats online
- Games are added for difficult concept practice
- Materials include parent-home connections
- Deepens meaning using exploration of numbers
- Student Resource Book is a great resource for students
- Teacher reference manual has a variety of information
- Assortment of assessment formats
- Meets different learning styles/interactive
- Organization of units and uncluttered

2. IDENTIFY WEAKNESSES OF PROGRAM MATERIALS

- Not always organized into units covering concepts correlated to Oregon Core Standards
- Sometimes does not give enough practice or in-depth for struggling students to achieve depth and mastery
- Spiraling sometimes moves through concepts quickly
- Few manipulatives in K-2
- Sometimes jumps too quickly from concrete to symbolic especially at K-2

3. GENERAL COMMENTS

- The program includes posters as visuals for students
- Materials are spread out over a variety of formats

Team: 3
Category: Math 6-8
Publisher: Glencoe/McGraw-Hill
Title: Math Connects, MathScape
Submission Code: 302

TEAM COMMENTS REGARDING EVALUATED INSTRUCTIONAL MATERIALS

1. IDENTIFY STRENGTHS OF PROGRAM MATERIALS

- Diagnostics, study guides, and practice tests provided for each Oregon Content Standards
- Extensive choice of materials for learning styles and learning levels
- Offers multiple pedagogical approaches
- Customized staff development included for the length of the adoption
- There is a multitude of formative and summative assessment options available by topic and for a diverse student population
- Curriculum specifically designed to match the National Council for Teachers of Mathematics (NCTM) Focal Points
- Support materials available for teachers, students, and parents in a variety of formats

2. IDENTIFY WEAKNESSES OF PROGRAM MATERIALS

- Claims not directly linked to specific research

3. GENERAL COMMENTS

- Math Connects and MathScape as companion texts provide a rigorous, in-depth program that addresses Oregon Content Standards
- The amount of material available will require extensive training and support to realize full potential
- A student textbook purchase is bundled as a hard copy, an on-line copy and a companion CD-ROM

Team: 3
Category: Math 6-8
Publisher: HMH supplemental Publishers
Title: Saxon Math Courses 1-3
Submission Code: 303

TEAM COMMENTS REGARDING EVALUATED INSTRUCTIONAL MATERIALS

1. IDENTIFY STRENGTHS OF PROGRAM MATERIALS

- Clearly and concisely written without distracting visuals
- Strong emphasis on skill building and fluency
- Phone and on-line assistance is included for teachers and students
- Strongly structured curriculum with documented successes
- Most materials and support available in Spanish, including the teacher's edition
- Strong support for special education students
- Math vocabulary in nine languages

2. IDENTIFY WEAKNESSES OF PROGRAM MATERIALS

- Does not address some Oregon Content Standards
- Teacher's books difficult to read because of the font
- Black-line assessments are limited
- Few comprehensive projects that incorporate multiple concepts

3. GENERAL COMMENTS

- After concepts are introduced, they are practiced over the next 15-20 lessons
- A non-traditional, integrated approach spirals topics over the year
- Some non-traditional use of nomenclature
- Student web-site provided and available to public

Team: 3
Category: Math 6-8
Publisher: Holt McDougal
Title: Holt Mathematics courses, Holt Algebra I, McDougal Littell Pre-Algebra, McDougal Littell Math Thematics, McDougal Littell Algebra Readiness, McDougal Littell Math Intervention
Submission Code: 304

TEAM COMMENTS REGARDING EVALUATED INSTRUCTIONAL MATERIALS

1. IDENTIFY STRENGTHS OF PROGRAM MATERIALS

- Variety of resources available for all levels of ability
- Ongoing professional development is provided
- Multiple delivery options in print and online
- Video tutoring available
- Solutions to assignments can be customized to include assigned problems with answers only and/or step-by-step with working solutions
- Assessment practice problems available by standard
- Algebra I book is also correlated to the current grade 8 standards
- Questioning strategies promote higher-order thinking and dialogue and are available for every lesson

2. IDENTIFY WEAKNESSES OF PROGRAM MATERIALS

- Textbooks are large and heavy

3. GENERAL COMMENTS

- Holt Mathematics Courses 1-3 and Algebra I were presented as the core curriculum and the other materials as supplementary
- Materials on pages are compact
- Math intervention material were correlated to the Oregon Core and Content Standards
- To meet the depth required by the Oregon Content Standards; a teacher will need to use many of the supplements
- Math intervention materials would be a good resource for remediation

Team: 3
Category: Math 6-8
Publisher: Pearson Prentice Hall
Title: Connected Mathematics
Submission Code: 305

TEAM COMMENTS REGARDING EVALUATED INSTRUCTIONAL MATERIALS

1. IDENTIFY STRENGTHS OF PROGRAM MATERIALS

- Rich and engaging problems
- Extensions are a good resource for Talented and Gifted (TAG) students
- Program encourages cooperative learning and student discourse
- Alternative investigations and practice activities are available on-line
- Program promotes in-depth understanding of mathematics

2. IDENTIFY WEAKNESSES OF PROGRAM MATERIALS

- Frequent absences would make it difficult for a student to realize the full potential of the program
- Teachers will need to provide additional material for students needing structured, formal and explicit examples

3. GENERAL COMMENTS

- Investigations use inductive reasoning with the expectations that students devise their own algorithms
- While not required, students will need regular access to a computer in order to utilize the entire program
- Extensive professional development will be required to implement and maintain the program
- Pro-active parental training and communication are necessary
- Implementation will require significant teacher prep time
- Teachers need to be mathematically fluent to evaluate student generated solutions and discussions
- Reading intensive

Team: 3
Category: Math 6-8
Publisher: Pearson Prentice Hall
Title: Prentice Hall Mathematics
Submission Code: 306

TEAM COMMENTS REGARDING EVALUATED INSTRUCTIONAL MATERIALS

1. IDENTIFY STRENGTHS OF PROGRAM MATERIALS

- **Strong support for English Language Learners (ELL) and below level learners**
- **Multiple format of materials available in English and Spanish**
- **Minimal professional development required to implement curriculum**
- **Practical rationale included with every lesson**
- **Online video tutor supports for students and parents**

2. IDENTIFY WEAKNESSES OF PROGRAM MATERIALS

- **To provide an effective 6th grade program aligned with the new 6th grade Oregon Content Standards would require extensive supplementation**
- **Inadequate number of problems that promote higher-level thinking and problem solving**
- **May not always encourage discourse and dialogue**
- **Limited, pre-made summative assessments**

3. GENERAL COMMENTS

- **Structured, clear examples for every lesson**

Team: 3
Category: Math 6-8
Publisher: SMc Curriculum LLC
Title: Oregon Focus on Math
Submission Code: 308

TEAM COMMENTS REGARDING EVALUATED INSTRUCTIONAL MATERIALS

1. IDENTIFY STRENGTHS OF PROGRAM MATERIALS

- The logical order, depth and mastery of the materials are specifically designed to adhere to Oregon Core and Content Standards
- There are many Oregon specific references and examples
- Tic-Tac-Toe activities support multiple learning styles
- An accelerated pacing guide is provided if students are taking Algebra in 8th grade
- Prerequisite units for each core standard are provided to aid in the transition to the Oregon Content Standards
- Assessments and/or worksheets can be modified with a word processor

2. IDENTIFY WEAKNESSES OF PROGRAM MATERIALS

- High order thinking skills are not strongly addressed
- Materials still contain some proofing errors
- Limited real world applications

3. GENERAL COMMENTS

- Challenge problems are identified in the teacher text, but not in the student text
- Staff development offered through-out the adoption, however, not necessarily in districts
- Each core standard is addressed by an individual book
- Book size is 'back-pack' friendly
- Support materials, including glossaries, worksheets, and tests, are provided in English and Spanish except for the textbook
- Overall text presentation lacks polish
- Curriculum is not spiraled

Team: 3
Category: Math 6-8
Publisher: Wright Group/McGraw-Hill
Title: University of Chicago School Mathematics Project (UCSMP), Pre-Transition Mathematics, Transition Mathematics, Algebra
Submission Code: 310

TEAM COMMENTS REGARDING EVALUATED INSTRUCTIONAL MATERIALS

1. IDENTIFY STRENGTHS OF PROGRAM MATERIALS

- Multi-dimensional approach to understanding (SPUR: Skills, Properties, Uses, Representations)
- Emphasizes literacy as well as math skills
- Self-test and reviews are linked to Oregon Core and Content Standards
- 'Wrap-up' summarizes and closes the lesson
- Teacher's edition provides good support and guidance
- Developed in a logical order emphasizing depth and mastery
- Many of the games and manipulatives are provided with the 6^{th} and 7^{th} grade curriculum

2. IDENTIFY WEAKNESSES OF PROGRAM MATERIALS

- Algebra requires graphing calculators with Computer Algebra System (CAS)
- On-line pre-assessment limited
- Few multiple choice test questions

3. GENERAL COMMENTS

- Research results were not provided
- Professional development included with district adoption
- Transition Math curriculum provides content correlated to both 7^{th} & 8^{th} grade Core and Content Standards
- Curriculum in textbooks could be covered over 1-2 years (for example, the transition class could cover volume I in 7^{th} grade & volume II in 8^{th} grade if students were not ready for Algebra in 8^{th} grade)

National Council For Teachers of Mathematics (NCTM) Standards were not specifically listed in teacher's edition