Classroom Instructional Material Alignment Tool – Mathematics

The purpose of this document is to assist teachers in determining alignment of their Instructional materials being used in the classroom. Effective instructional materials are learning resources used to help students acquire essential knowledge, skills, and abilities as outlined in the standards. This includes print and non-print materials. It may also provide evidence to support your discussion about standards and resources as part of your evaluation.

Title: enVision math 2.0 Author(s): Milou, Fennell, Schielack, et al Publisher(s): Pearson Education, Inc.

Standard(s) addressed in this instructional material: Grade: 6-8, 7th Adv

Instructions: Use the tables below to reflect upon and then determine if the instructional material meets each criteria.

I. Alignment to the Nevada Academic Content Standards (NVACS) - NON NEGOTIABLES

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Targets a set of grade-level NVACS for Mathematics to the full depth of the standards.	X			
Standards for Mathematical Practice that are identified, handled in a grade-appropriate way, and well connected to the content being addressed.	X			
Presents a balance of mathematical procedures and deeper conceptual understanding.	X			
Other: _____				

II. Key Shifts in the Nevada Academic Content Standards (NVACS)

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Focus: Lessons and units targeting the major work of the grade provide an especially in-depth treatment, with especially high expectations. Lessons and units targeting supporting work of the grade have visible connection to the major work of the grade and are sufficiently brief. Lessons and units do not hold students responsible for material from later grades.	X			Pi Chart and Pacing
Coherence: The content develops through reasoning about the new concepts on the basis of previous understandings. Where appropriate, provides opportunities for students to connect knowledge and skills within or across clusters, domains &progressions.	X			Connections between Units
Rigor:				
a-Application: Provides opportunities for students to independently apply mathematical concepts in real-world situations and solve challenging problems with persistence, choosing and applying an appropriate model or strategy to new situations.	X			3-Act Math Stem
b-Conceptual Understanding: Develops students' conceptual understanding through tasks, brief problems, questions, multiple representations and opportunities for students to write and speak about their understanding.	X			Midtopic task 3-Act Math
c-Procedural Skill and Fluency: Expects, supports, and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards) to be performed quickly and accurately.	X			Quick Reviews Fluency Practice Additional Practice

*Based on the EQUIP, IMET, and Publisher's Criteria Review Rubrics for Lessons and Units

III. Assessment

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Assesses student proficiency through various modes including pre-, formative, summative, performance tasks, and self-assessment measures.	x			
Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student understanding and performance.	x			
Other: _____				

IV. Instructional Supports

Criteria	Meets Criteria			Evidence
	Yes	No	N/A	
Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations (e.g., pictures, symbols, expressions, equations, graphics, models) in the discipline..	x			
Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking.	x			
Provides appropriate level and type of scaffolding, differentiation, intervention and/or support for all learners. • Supports diverse cultural and linguistic backgrounds, interests and styles. • Provides extra supports for students working below grade level. • Provides extensions for students with high interest or working above grade level.		x		Online Materials will be used Anticipated challenges Will access Investigations Materials from Elementary
Other: _____				

Summary/Reflection:

Overall Classroom Instructional Material Meets Criteria Rating: _X_ Yes ___No ___ N/A

*Based on the EQUIP, IMET, and Publisher's Criteria Review Rubrics for Lessons and Units