

# PRISM/RESA Instructional Materials Evaluation Form



Instructional Materials/Title: \_\_\_\_\_ Publisher: \_\_\_\_\_ Grade/Course: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Hours Spent Evaluating Materials: \_\_\_\_\_

**Directions:** Review the instructional materials placing the score of each category in the appropriate box. Total each section. Begin the evaluation of each category at “3=acceptable”, then determine if another score is more appropriate. List specific strengths and weaknesses in the comments space provided. These comments should support particularly low or high scores. (*Note:* The evaluation criteria should be read as “The instructional materials...”)

**1=unacceptable; 2=weak; 3=acceptable; 4=exemplary**

**Definitions:** For consistency of evaluation, please refer to the following definitions:

1. Rarely: seldom, not often present.
2. Occasionally: present in some portions of the materials, but less than half of the time.
3. Frequently: present in the materials more than half of the time.
4. Consistently or Routinely: present in nearly all portions of the materials, present enough to be considered a regular part of the materials.
5. Integrated: fundamentally interwoven as an essential component of the materials.

## Section I. Mathematics Content/Goals

Total: \_\_\_\_\_

	1	2	3	4	Score
<b>Rigor &amp; Depth of Content</b>	Provide few opportunities for students to engage in meaningful, challenging mathematics.	Occasionally engage students in meaningful, challenging mathematics & inconsistently provide opportunities for students to develop rich understanding.	Consistently engage students in meaningful, challenging mathematics & provide opportunities for students to develop rich understanding.	Consistently presented in a way that continues to <i>deepen</i> student understanding through engagement in meaningful, challenging mathematics that builds on prior knowledge. <i>Afford for logical connections among mathematical ideas.</i>	
<b>Development of Conceptual Understanding</b>	Rarely engage students in learning opportunities that allow them to develop their own mathematical understandings.	Occasionally allow students to engage in learning opportunities that require them to develop their own viable mathematical understandings.	Consistently engage students in learning opportunities that require them to develop their own viable mathematical understandings.	Consistently engage students in learning opportunities that require them to develop their own viable mathematical understandings and help them build connections between mathematical ideas.	
<b>Mathematical Language</b>	Do not consistently use precise mathematical language.	Use precise mathematical language with only occasional nonlinguistic representations.	Use precise mathematical language with <i>frequent</i> nonlinguistic representations.	Use precise mathematical language and <i>present in multiple ways.</i>	
<b>Terms and Symbols</b>	Do not include all necessary terms and symbols for the grade-level standards.	Include all necessary terms and symbols for the grade-level standards.	Appropriately introduce and <i>reinforce</i> all necessary terms and symbols for the grade-level standards.	Appropriately introduce and reinforce all necessary terms and symbols for the grade level standards <i>using various representations.</i>	
<b>Real World Application</b>	<i>Do not</i> present real world application.	<i>Occasionally</i> present real world application.	Present real world application that is current, engaging, and <i>integrated</i> throughout the instruction.	Present real world application that is current, engaging, integrated throughout the instruction, and <i>promotes critical thinking.</i>	

## Process Skills

	1	2	3	4	Score
<b>Problem Solving</b>	Provide routine problems for which the solution method is known in advance.	Provide complex problems for which the solution method is known in advance.	Provide opportunities for students to solve complex problems that require a significant amount of effort and have multiple viable solution paths.	Provide frequent opportunities for students to formulate, grapple with, and solve complex problems that require a significant amount of effort and have multiple viable solution paths.	
<b>Communication</b>	Include minimal or no opportunities for students to communicate their thinking.	Include some opportunities for students to communicate their thinking.	<i>Routinely</i> challenge students to communicate their thinking to others orally, in writing, or pictorially.	<i>Routinely</i> challenge students to communicate their thinking to others orally, in writing, and/or pictorially, <i>using precise mathematical language.</i>	
<b>Reasoning and Proof</b>	Rarely require students to use reasoning and proof.	Occasionally require students to develop mathematical arguments and use reasoning and proof.	<i>Routinely</i> require students to make mathematical conjectures, develop and evaluate mathematical arguments, and <i>appropriately use various types of reasoning and proof.</i>	<i>Routinely</i> require students to make and investigate mathematical conjectures, develop and evaluate mathematical arguments, and <i>appropriately select and use various types of reasoning and proof.</i>	

	1	2	3	4	Score
<b>Connections within Mathematics</b>	Make <i>few</i> connections among mathematical ideas.	Make <i>some</i> connections among mathematical ideas.	<i>Routinely</i> make connections among mathematical ideas.	Routinely make connections among mathematical ideas as well as <i>show how mathematical ideas interconnect and build on one another</i> .	
<b>Representations</b>	<i>Rarely</i> require students to use representations.	Occasionally require students to use representations to organize, record, and communicate mathematical ideas.	Require students to: use representations to organize, record, and communicate mathematical ideas; select, apply, and translate among mathematical representations to solve problems; and use representations to model and interpret mathematical phenomena.	Requires students to: use representations to organize, record, and communicate mathematical ideas; select, apply, and translate among mathematical representations to solve problems; and use representations to model and interpret physical, social, and mathematical phenomena.	
<b>Comments:</b>					

**Section II. Assessment**

**Total:** \_\_\_\_\_

	1	2	3	4	Score
<b>Integration into the Instructional Program</b>	Include assessments in the instructional program.	Include assessments in the instructional program <i>and</i> provide some opportunities for one or more of the following: problem solving, communication, reasoning and proof, connections, and representations.	Include assessments that are <i>prevalent</i> in the instructional program <i>and</i> provide opportunities for problem solving, communication, reasoning and proof, connections, and representations.	Include assessments that are <i>fully integrated</i> throughout the instructional program <i>and</i> provide opportunities for problem solving, communication, reasoning and proof, connections, and representations.	
<b>Purpose of Assessment</b>	Provide formal means of assessment in the materials <i>only</i> for summative purposes.	Provide formal means of assessment in the materials for diagnostic, formative, or summative purposes.	Provide formal and <i>informal</i> means of assessment in the materials for diagnostic, formative, and summative purposes.	<i>Integrate</i> formal and informal means of assessment in the materials for diagnostic, formative, and summative purposes.	
<b>Types of Assessment</b>	Include assessments that are <i>solely</i> multiple choice, short answer, or free response.	Include assessments that are mostly limited to multiple choice, short answer, and free response.	Include multiple types of assessments including performance tasks, multiple choice, short answer, and free response.	Include multiple types of assessments including performance tasks, multiple choice, short answer, and free response, which require students to use reasoning, proof, communication, and multiple representations.	
<b>Expectations for Student Performance</b>	Do not clearly communicate the expectations for performance.	Communicate expectations for student performance through rubrics and common misconceptions.	Communicate expectations for student performance through rubrics and provide tips for self-assessment, common misconceptions, analysis of student work, and teacher commentary.	Communicate expectations for student performance through rubrics and provide tips for self-assessment, common misconceptions, analysis of student work, and teacher and <i>student</i> commentary.	
<b>Comments:</b>					

### Section III. Student Experiences

**Total:** \_\_\_\_\_

	1	2	3	4	Score
<b>Student Responsibility for Learning</b>	Do not include a component for students to record their learning, achievement, and activities.	Provide an organizer for students to keep a record of their learning, achievement, and activities.	<i>Encourage</i> students to self-monitor by making judgments about, and reflecting/reporting on, their own behavior, performance, and effort and provide an organizer and guidance for supporting students in setting and meeting learning goals.	<i>Integrate</i> student self-monitoring by <i>requiring</i> them to reflect on, make judgments about, and report on their behavior, performance, and effort and provide an organizer and guidance for supporting students in setting and meeting learning goals.	
<b>Student Engagement and Active Learning</b>	<i>Include little or no guidance</i> for encouraging students to explore mathematical ideas individually and collaboratively.	<i>Include some guidance</i> for encouraging students to explore mathematical ideas individually and collaboratively.	<i>Routinely encourage</i> students to explore mathematical ideas, individually and collaboratively, while integrating the process standards (see Section I of this rubric).	<i>Consistently require</i> students to explore mathematical ideas, individually and collaboratively, while integrating the process standards (see Section I of this rubric).	
<b>Students Construct Understanding</b>	<i>Include little or no guidance</i> for students to link prior knowledge to new information.	<i>Include some guidance</i> for students to link prior knowledge to new information.	<i>Routinely provide</i> opportunities for students to link prior knowledge to new information to construct their own viable understandings of mathematical ideas.	<i>Consistently require</i> students to link prior knowledge to new information to construct their own viable understandings of mathematical ideas.	
<b>Discourse and Argument</b>	<i>Include little or no opportunity</i> for students to discuss mathematics with each other and with the teacher.	<i>Include some opportunities</i> for students to discuss mathematics with each other and with the teacher.	<i>Routinely provide</i> opportunities for students to discuss mathematics with each other and with the teacher, make arguments, conjecture and reason, and justify/clarify their ideas in writing and orally.	<i>Consistently require</i> students to discuss mathematics with each other and with the teacher, make arguments, conjecture and reason, and justify/clarify their ideas in writing and orally.	
<b>Multi-Modal</b>	<i>Provide few or no opportunities</i> for students to explore mathematical ideas using pictures, manipulatives, models, graphs, tables, and symbols. Focus is primarily on <i>teacher demonstration or guided use</i> of these tools.	<i>Provide only occasional opportunities</i> for students to explore mathematical ideas using pictures, manipulatives, models, graphs, tables, and symbols. Focus is primarily on <i>teacher demonstration or guided use</i> of these tools.	<i>Routinely provide</i> students opportunities to <i>explore and develop</i> mathematical understanding using pictures, manipulatives, models, graphs, tables, and symbols, model mathematical situations, analyze data, calculate numerical results, and solve problems.	<i>Consistently require</i> students to <i>explore and develop</i> mathematical ideas using pictures, manipulatives, models, graphs, tables, and symbols, model mathematical situations, analyze data, calculate numerical results, and solve problems.	
<b>Technology</b>	<i>Only includes</i> technology as a skill builder or for checking work.	Occasionally uses technology for problem solving, but are primarily focused on skill building and answer checking.	Include technology when appropriate to model mathematical situations, analyze data, calculate results, and solve problems.	Integrate technology seamlessly when appropriate to model mathematical situations, analyze data, calculate results, and solve problems.	

**Comments:**

**Section IV. Organization and Structure**

**Total:** \_\_\_\_\_

	1	2	3	4	Score
<b>Organization</b>	<i>Include few or no</i> GPS-based lessons and projects.	<i>Include</i> GPS-based lessons, activities, and projects that are multi-day and allow students to investigate and explore major mathematical ideas.	Are <i>organized</i> into GPS-based units or other increments that allow students sufficient time to investigate and explore major mathematical ideas; include lessons, activities, and projects that are multi-day; <i>or</i> emphasize connections between mathematical ideas.	Are organized into GPS-based units or other increments that include allowing students sufficient time to investigate and explore major mathematical ideas; provide a variety of lessons, activities, and projects that are multi-day from which to choose; <i>and</i> emphasize connections between mathematical ideas.	
<b>Tasks</b>	<i>Rarely</i> integrate tasks that require mathematical thinking and content, capture student curiosity and invite them to speculate and pursue hunches, have multiple viable solutions, require student reasoning about strategies.	<i>Occasionally</i> integrate tasks that require mathematical thinking and content, capture student curiosity and invite them to speculate and pursue hunches, have multiple viable solutions, require student reasoning about strategies.	<i>Frequently</i> integrate tasks that require mathematical thinking and content, capture student curiosity and invite them to speculate and pursue hunches, have multiple viable solutions, require student reasoning about strategies.	<i>Consistently</i> integrate tasks that require mathematical thinking and content, capture student curiosity and invite them to speculate and pursue hunches, have multiple viable solutions, and require student reasoning about strategies.	
<b>Additional Resources</b>	<i>Rarely</i> support a standards-based classroom aligned to GPS goals.	<i>Occasionally</i> support a standards-based classroom aligned to GPS goals.	<i>Frequently</i> support a standards-based classroom aligned to GPS goals and are organized in a way that is easy to access and use.	<i>Consistently</i> support a standards-based classroom aligned to GPS goals and are organized in a way that is easy to access and use.	
<b>Comments:</b>					

## Section V. Teacher Support

Total: \_\_\_\_\_

	1	2	3	4	Score
<b>Support for Teaching Process Standards</b>	<i>Provide little or no guidance</i> for teachers to integrate the process standards into instruction.	<i>Provide limited suggestions</i> for teachers to integrate the process standards into instruction.	<i>Provide suggestions</i> for teachers to integrate the process standards into instruction by supporting students in collaborating and communicating, reasoning, conjecturing, using multiple representations, and making connections.	Support teachers in <i>fully integrating</i> the process standards into instruction by supporting students in collaborating and communicating, reasoning, conjecturing, using multiple representations, and making connections.	
<b>Support for Mathematical Discourse</b>	Provide <i>little or no</i> guidance for teachers to engage students in mathematical discourse.	Provide <i>some</i> guidance for teachers to facilitate students in mathematical discourse.	Help teachers initiate and orchestrate mathematical discourse <i>by including some guiding questions</i> .	Help teachers initiate and orchestrate mathematical discourse by including guiding questions to aid students' development of <i>their own viable mathematical understanding</i> .	
<b>Support for All Learners</b>	Provide <i>little or no</i> support for teachers to facilitate learning by all students.	Provide <i>limited</i> support for teachers to facilitate learning by all students.	Provide <i>support</i> for teachers to facilitate learning by all students through the use of flexible grouping and differentiated strategies (e.g., tasks with multiple entry levels and multiple solution paths, scaffolding through questioning, etc.)	Provide <i>explicit and extensive guidance</i> for teachers to facilitate learning by all students through the use of flexible grouping and differentiated strategies (e.g., tasks with multiple entry levels and multiple solution paths, scaffolding through questioning, etc.)	
<b>Support for Equity</b>	Provide <i>few or no resources</i> to guide teachers in instruction that is inclusive in terms of culture, gender, and race.	Provide <i>limited resources</i> to guide teachers in instruction that is inclusive in terms of culture, gender, and race.	Provide <i>support</i> to guide teachers in instruction that is inclusive in terms of culture, gender, and race.	Provide <i>extensive support</i> to guide teachers in instruction that is inclusive in terms of culture, gender, and race in ways that tie to the students' everyday experiences and broadens their knowledge.	
<b>Student Understandings</b>	Provide <i>little or no</i> guidance on student understandings, and potential misunderstandings, to help support planning.	Provide <i>limited</i> guidance on student understandings, and potential misunderstandings, to help support planning (e.g., margin notes without additional explanation).	Guide instructional planning by <i>providing information</i> on student mathematical development.	Guide instructional planning by <i>enhancing teacher understanding</i> of student mathematical development. Guidance may include student work samples, classroom dialogue excerpts, and common student misunderstandings.	
<b>Parent/Guardian Involvement</b>	Provide no resources for parents/guardians.	Provide initial information for parents/guardians about the instructional materials.	Provide ongoing suggestions for how parents/guardians can be involved and kept informed about the instructional materials.	Provide suggestions for how parents/guardians can be involved and kept informed about the instructional materials, <i>and</i> how they can integrate mathematics into daily activities outside of school.	

	1	2	3	4	Score
<b>Teacher User Friendliness of Resources</b>	Provide few helpful hints and suggestions; list of materials included in each unit.	Provide some helpful hints and suggestions; list of materials included in each unit; and glossary, index, or other support structures.	Provide ease of navigation; helpful hints and suggestions; list of materials included in each unit; and glossary, index, and other support structures.	Provide ease of navigation; helpful hints and suggestions; list of materials included in each unit; glossary, index, and other support structures; and suggestions for supplementary resources.	
<b>Comments:</b>					