

MATHEMATICS GRADES K-5

INSTRUCTIONAL MATERIALS TITLE _____ NO. _____

PUBLISHER/COPYRIGHT DATE _____

AUTHOR(S) _____

EVALUATOR _____ REGION _____ DATE _____

PART I Compatibility with the North Carolina Curriculum for Mathematics in the North Carolina Standard Course of Study (NCSCOS). In accordance to State Board Policy HSP-H-007, if all items in Part I are not marked “acceptable,” do not complete Parts II, III, and IV.

<i>Instructional materials include all components of the program being reviewed (including, but not limited to, teacher resources, student materials, and supplementary technology resources).</i>	<i>Accept</i>	<i>Not Accept</i>
A. Instructional materials present the main concepts that support a minimum of 80% of the instructional objectives for the course/grade/media in the <i>North Carolina Standard Course of Study</i> .		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the philosophy, values, and goals of the <i>North Carolina Standard Course of Study</i> .		
C. All instructional materials (including maps, charts, timelines, demographics, and statistics) are mathematically accurate, current, and written in language that is precise.		
D. Teacher resources provide supplementary or background information which provides opportunities for teachers to increase their own understanding of the mathematical concepts.		

PART II Specific Criteria

If 3 criteria are marked “not acceptable” in Part II, do not complete parts III and IV.

	<i>Accept</i>	<i>Not Accept</i>
A. There is an appropriate balance of skill development, conceptual understanding, and mathematical processes.		
B. Mathematical concepts are connected and interwoven across strands instead of studied in isolation.		
C. Mathematical concepts are presented in depth and with increasing sophistication across grades.		
D. Information is provided regarding what students might already know about mathematical ideas including common misconceptions that instruction should address.		
E. Contextual problems engage students and give rise to further exploration of mathematical concepts.		
F. Instructional materials promote the application of creative and critical thinking to problem solving, decision-making, and planning in real-life situations.		
G. Instructional materials (including assessments) promote student inquiry, reflection, critical thinking, and problem solving.		
H. Instructional materials provide a rich source of experiences (problems, exercises, tasks, and assessments) in a variety of contexts that integrate multiple thinking skills.		
I. Instructional materials (including assessments) emphasize the use of manipulatives to visualize concepts, acquire and analyze information, and communicate solutions.		
J. Instructional materials (including lessons and assessments) include activities for all three stages of hands-on learning (concrete, representational, and abstract).		
K. Instructional materials (including assessments) emphasize the use of technology to visualize concepts, acquire and analyze information, and communicate solutions.		
L. Instructional materials provide useful diagrams, charts, data sets, and/or models to help students conceptualize mathematical ideas.		
M. Lessons promote classroom discourse by explicitly requiring students to share their thinking or strategies.		
N. Instructional materials require students to use inductive and deductive reasoning through questioning, conjecturing, explaining, and justifying.		
O. Instructional materials help teachers create a classroom that encourages high expectations for all students, enables all students to experience success, and provides all students the opportunity for meaningful participation.		
P. Instructional materials are appropriate for all students, providing for differences in maturation, mathematical ability, learning styles and use of language.		
Q. Multiple forms of assessment tools (including performance tasks, open-ended questions, etc.) are provided for assessing student understanding at all stages of learning.		
R. Instructional materials provide assessment tools for informing instructional decision making (before, during, and after instruction).		

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PART III General Criteria

A. Accuracy	<i>Accept</i>	<i>Not Accept</i>
1. Material models correct use of grammar, spelling, and sentence structure.		
2. Material represents a balance of cultural, ethnic, racial, and handicapped groups.		
3. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
B. Appropriateness		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students' interest and promote interactive and participatory learning.		
4. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
5. Level appropriate font size, color, spacing, legibility, page layout, and page width are present.		
C. Scope		
1. Material presents information of sufficient depth and breadth to adequately cover topics for intended audience.		
2. A Table of Contents is provided and organized appropriately for content and grade level.		
3. Material presents topics in a logical sequence.		
4. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced.		
5. Activities provide opportunities for students to collect, organize, interpret, and evaluate information in a variety of forms.		
6. Reference sections include glossary, bibliography/footnotes, and appendices.		
7. A resource list provides Web sites, literature links, and support agencies.		
8. An Index provides detailed and accurate headings, subheadings, <i>see</i> and <i>see also</i> references.		
D. Teacher Resources		
1. Teacher resources provide instructional and/or behavioral objectives.		
2. Teacher resources are well organized, easy to use, comprehensive, durable, and reasonably sized.		
3. Teacher resources provide for the development, reinforcement, and review of vocabulary, skills, and concepts.		
4. Teacher resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
5. Teacher resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
6. Teacher resources include suggestions for the extension of learning and integration across the curriculum.		
7. Teacher resources provide ancillary materials for student use.		
8. Teacher resources include answer key(s).		

PART IV Overall Analysis: (For Textbook Commission Use Only)

This textbook/program is **acceptable** _____.

This textbook/program is **not acceptable** _____.